

TWENTY-SECOND ANNUAL REPORT

OF THE

Department of Education

OF THE

PROVINCE OF ALBERTA

1927

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EDMONTON:

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DEPARTMENT OF EDUCATION,
EDMONTON, DECEMBER 31, 1927.

To His Honour

WILLIAM EGBERT,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of
the Department of Education for the year 1927.

Your obedient servant,

PERREN BAKER,
Minister of Education.

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EDMONTON, ALBERTA,

December 31, 1927.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1927. It contains reports from the Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School-book and Debenture Branches. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province are for the school year commencing July 1st, 1926, and ending June 30th, 1927. The financial and departmental reports refer to the year ending December 31st, 1927.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During the year 1927 the Department of Education made arrangements for the education of some 66 deaf and blind children of the Province in schools for such pupils conducted in other provinces of Canada. Of this number 51 were deaf children, 14 were blind children and one a deaf and blind girl. In the Manitoba School for the Deaf at Winnipeg there were 38 pupils in attendance during the June term. During the term one of these students owing to her mental condition was sent home and two pupils completed the course. In the Fall term there were 37 pupils in attendance: two of the regular students having finished, we were in a position to provide for three new students. Later in the term one of the older pupils was allowed to return, bringing the quota to 36.

In the British Columbia School for the Deaf and Blind at Point Grey, B.C., there were 5 deaf children from this Province in attendance. At the Institute for the Deaf, Montreal, we had 4 students during 1927. At the Ontario School for the Blind, Brantford, there were 10 students in attendance during the first term, one of whom completed the work in June. In September, 8 of these 10 students returned and a new student commenced the course. At the Institute for the Blind, Montreal, where for a number of years one student has been in attendance, we have now another blind boy enrolled. The deaf and blind girl is taken care of at the School for the Deaf and Blind, Point Grey, B.C. Some \$46,090.45 were spent during 1927 in taking care of these students, that is paying for tuition, maintenance and transportation. This included a certain amount the Department expended on tuition in connection with a blind boy who has completed his matriculation course and is now in attendance at the University of Alberta.

As in other years, the Province made a grant of \$5,000.00 to the Canadian National Institute for the Blind. The Institute employs two Home Teachers in this Province, one located at Edmonton and one at Calgary. These teachers visit the homes of the adult blind for the purpose of instructing them in the different subjects suited to their interests. During the year, in company with Miss Geraldine Leatham, District Secretary of the Institute, Mrs. Hathaway, Associate Director, National Committee for the Prevention of Blindness, New York, visited the Province and gave short lectures in the larger centres on the Prevention of Blindness, particular attention being given to the question of sight-saving classes arranged by school boards for the purpose of taking care of children with impaired sight. The Institute also prepared an outline for the use of teachers in training in the Normal Schools, dealing with the question of the teaching of Eye Hygiene.

SUB-NORMALS.

Special assistance in the nature of grants amounting to \$5,245.00 was paid to the two districts given below where provision was made for classes for sub-normal students.

	No. of Teachers.	Pupils.	Ages.	Grants paid June Dec.	Total Grants.	
Edmonton	2	20	7-16	\$ 956.65	\$ 608.35	\$1,565.00
Calgary	4	75	8-14	2,160.00	1,520.00	3,680.00

REPORT OF INSPECTOR OF HIGH SCHOOLS

(J. A. SMITH)

At the beginning of the year the staff of high school inspectors was increased to two and the work of inspection divided as equitably as possible. In the territory south of Red Deer, assigned to me, there are 64 schools which have one or more rooms devoted exclusively to the work of Grades IX to XII, and in these schools 212 teachers come under my inspection. The 1921 records show that all the schools of this type in the entire Province were manned by 204 teachers only. These figures indicate definitely the remarkable expansion in secondary education during the past six years and give a fair idea of the increase in magnitude of high school inspection work.

September, 1927, witnessed another marked increase in the number of students taking advantage of the educational facilities offered by the secondary departments of our city, town and village schools. The unexpected increased enrolment forced quite a number of School Boards to provide and equip an extra room and to secure an additional teacher after the reopening of the schools. The problem of providing accommodation is necessarily pressing very heavily upon many boards of trustees. During the next few years I expect to see quite an extensive high school building programme carried out in the southern part of the Province. The trustees and ratepayers appreciate the need of more improved accommodation, but are slow to make a move in the face of the burdensome taxation and the high building costs.

In the smaller high schools the problem of teacher supply is not as acute as it has been for the past few years. There is yet a scarcity of male teachers who have the necessary experience, scholarship and administrative ability for handling successfully the duties of principal. The majority of school boards are now fully realizing the value of big, forceful and unshackled leadership with freedom and vision, and are becoming quite generous in their efforts to secure the right type of man and to make his position as permanent as possible. The character of the teaching in the town high schools during the year under review has been, in general, of as high a quality as that maintained in previous years. The past departmental examination records reveal very encouraging results in the great majority of these schools. The teachers throughout this inspectorate are manifesting a strong interest in their work, and are

keenly alive to all opportunities for increasing their professional efficiency. A convention of high school teachers was held at Lethbridge on Nov. 4th and 5th. This convention provided proper conditions for the stimulation of professional spirit and professional attitude toward work. The stimulation, encouragement and sympathetic co-operation engendered was very noticeable, and a desire was created among the teachers present to investigate in their own fields the problems confronting them, which have found more or less complete solution in larger school systems.

I hope that our high school programme of studies will be looked upon as fairly permanent for the next few years. The general criticism throughout the province that this programme was too burdensome has been met through substantial reductions in the content of History 1, History 2, Algebra 2, Algebra 3, Arithmetic, Latin 2, French 1 and Art 1. The revised programme should now be within the grasp of the student with average ability and good application. We may still expect criticism from a few individuals and organizations that are unwilling to vigorously attack the problem that is before them and make a success of it, and who fail to realize that the best training a high school student can get is the by-product of systematic and conscientious application to his school studies. I could not fail to notice a general improvement in the presentation of the majority of the high school subjects. Our last examination records show that good normal success was attained in all subjects but two, History 1 and Algebra 2. It would not be fair to say that the results in these two subjects reflect the unsuccessful efforts of the teachers. There were many contributory causes which I hope have since been removed. I have been much encouraged with the increasing demand during the past year for the study of the Language subjects and with the provision made by the different School Boards for the teaching of these subjects. Our revised programme has certainly given an impetus to the study of Languages. In the Science work the text-book is too much in evidence. A number of the small schools are yet deficient in the matter of laboratory accommodation and equipment, but in many cases where these have been supplied the teacher does not make the most use of them. It is indispensable to success in scientific work that the subject be taught in the most concrete manner possible, that is, with ample experimental work done by the student himself followed by a description of his own observations. The deletion of the more unimportant parts of History 1 and History 2 has made it possible without undue effort to cover these courses with the necessary degree of thoroughness. The completion of the manual on Constitutional History is looked forward to by the teachers, and I am sure will be much appreciated by them. I hear murmurings in every school of too much memory work and too much supplementary reading in English Literature. I feel that this criticism is justified. Since the content of the courses in Literature changes each year this defect can be easily remedied. We must be careful in not over-emphasizing work that has a strong appeal to memory only. The different subjects of the mathematical courses are receiving due attention and, in general, good results are being attained.

It has been a great pleasure to me to meet the teachers and trustees and to discuss school problems with them. I wish to express my appreciation of the support that is so generally given me by teachers and School Boards. The earnestness of the teachers and their devotion to duty, as well as the willingness of School Boards to co-operate in all matters that tend to the improvement of the teaching service, are always sources of encouragement and assistance to me in carrying out my duties.

REPORT OF INSPECTOR OF HIGH SCHOOLS

(E. L. FULLER)

The schools under my supervision may be designated, roughly, as those lying north of a line running east and west through Red Deer and having at least one teacher who devotes his time exclusively to grades above Grade VIII.

The number of students presenting themselves for secondary instruction continues to increase. During the fall term, trustee boards in several centres, due to lack of accommodation, found it necessary to refuse admission to a certain number of non-resident students who desired to attend their schools. While the number of pupils so debarred in any one centre was not large, the total must have been considerable. I am of the opinion that inducements should be held out that will lead boards to provide sufficient accommodation for all non-resident students who present themselves for admission. A satisfactory increase in high school fees would bring about the desired result.

A further feature of high school registration deserving notice is the disparity in the sexes in the small centres. It is not an unusual occurrence to find from two to three girls for each boy in the one-roomed high school. Cities and towns, however, largely restore the balance, although the registration for the Province as a whole shows a preponderance of students of the female sex, amounting in 1926 to 1.137.

During the fall term the epidemic of infantile paralysis interfered seriously with the opening and operation of schools. While some districts were fortunate in being able to open at the prescribed date and to continue in operation throughout the term, others had their schools closed by the different Boards of Health for periods ranging from one week to a month. I am pleased to be able to report, however, that by the end of the year a great many teachers had already made up, in the amount of ground covered, for the time that was lost. It is not to be expected, nevertheless, that the attainments of the students themselves are as great as they would be in a normal year, especially in those subjects in which achievement consists largely in growth of power or development of ability.

As far as the teachers are concerned there has been little criticism of the High School Course of Study since the revisions, recommended by your general committee in the month of April,

were put into effect. Not all the courses in all the subjects, however, have text-books to parallel them. Speaking for the small high school in which the teacher is frequently called upon to handle from twenty-one to twenty-three units, I find this to be a disadvantage. If the best results are to be secured in our schools, as a whole, the subject-matter of each course must be made available in a convenient form for both instructors and pupils. I am pleased to know that steps have been taken under your direction to provide suitable text-books for those units to accompany which no text, up to the present, has been authorized.

During the year 1927 I heard a number of criticisms of the standard of the Grade VIII examination, those coming almost altogether from teachers. It is an opinion commonly expressed by those engaged in the work of the class-room that with the present standard of our Public School Leaving Examination a great many successful candidates are not in a position to do successful work in Grade IX. In view of the fact that we have eight grades in Alberta representing eight years, it is of interest to note the findings of the Educational Research Committee of the Commonwealth Fund—a committee which through a special Commission made a study in 1925 of the most suitable length of elementary education in the United States. The report of the Commission says, in part: "By way of general summary of the whole study, it may safely be asserted that ample evidence is present in the experience of many school systems in the United States and Canada that elementary education of a satisfactory degree of richness of content can be provided in seven grades."

In my opinion the most pressing need at the present time in connection with secondary education is the bringing of facilities for high school training to rural communities. Students in increasing numbers, living in localities remote from railroads and consequently from high school centres, desire the advantages of secondary instruction. While the present Rural High School Act is designed to meet the needs of outlying districts, it is worthy of note that nearly all the Rural High Schools so far organized are located in villages or hamlets situated on railroad lines. I believe, however, that from now on the Act is going to function to a much greater extent in strictly rural territory. As the students desiring a high school training continue to increase, more communities are going to feel themselves justified in incurring the expense of placing the necessary facilities conveniently within the students' reach.

As already noted, certain high schools refused admission during the year to students applying for permission to enter. The difficulty is lack of accommodation, and is experienced in its most acute form in the first year classes. Already a few boards are contemplating the erection of new buildings to take care of increased enrolment, and it is my opinion that the immediate future will see several high schools actually in the course of construction. In the case of the smaller centres some guidance is necessary. Not all trustee boards know what features to incorporate in a building to adapt it to the needs of our present day curricula. Some direction should be given them along this line before they are committed to

projects which, when completed, will only partially meet the situation.

The high school teachers of the Province are, on the whole, giving a high type of instruction to their classes. The most serious fault I have observed is the tendency to "cram", and this tendency is rarely met except in the one-roomed school where the amount of work to be done and the amount of time in which to do it can never be made to synchronize. Science is the subject which suffers most, book-study very frequently superseding demonstration and memorization of facts taking the place of experiment and observation.

REPORT OF SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

MEETING OF GENERAL CURRICULUM COMMITTEE

During Easter week the General Curriculum Committee which had its initial meeting seven years before, reassembled to review the work accomplished and to arrange for such adjustments as experience had shown to be desirable. The discussion embraced practically every subject on the curricula of the elementary and secondary schools. The findings of the committee were embodied in a report, and the recommendations all have either been carried out or are in process of being carried out.

NEW TEXTS

Arrangements have been completed for a new series of Writing Books, a Manual to accompany the civics section of History 3 and text-books in Agriculture.

SUMMER SCHOOL

The fifteenth session of the Summer School was held jointly with the University during July and August. In addition to the programme usually given two special courses were offered—one for teachers of pupils whose native tongue is other than English, and a second in play production. The attendance was somewhat larger than in recent years, totalling 460 in the combined sections. The Regulations of the Department governing the additional training required of Third Class teachers have recently been revised. Beginning with 1928, this additional training will be given at the Summer School.

READING COURSE

Approximately 800 teachers prepared for the tests on the Reading required for Permanent Certificates. In the main the answer papers submitted were of good quality. In about twenty per cent. of the cases the teachers had allowed themselves insufficient time for adequate preparation, and so failed to secure credit.

CORRESPONDENCE COURSES

During the year 1927 two hundred and fifty-five new pupils were added to the roll of the Correspondence Branch, bringing the total enrolment for the four years during which this scheme has been in operation to nearly eleven hundred pupils.

The 1927 students are distributed over the eight public school grades in the following proportions: 76 in Grade I and 22 in Grade VIII, with enrollment in Grades II to VII varying from 14 to 43. Of the pupils enrolled from previous years, approximately one-third continue to work from year to year, bringing the number of pupils actively engaged in this work to nearly five hundred per year.

CONVENTIONS

Because of the outbreak of infantile paralysis few of the usual district conventions were held. The annual meeting of the Alberta Educational Association was held in Edmonton during Easter week.

TEACHER-TRAINING

In September it was found impossible to accommodate all who had applied for admission to the Normal schools. Nearly seven hundred were enrolled and are carrying on work at Calgary and Camrose. Announcement was made that the Legislature would be asked to provide for a third Normal school to be built in Edmonton. If suitable housing can be secured it is expected that teacher-training classes will be opened in Edmonton in September next.

REPORT OF REGISTRAR

(H. J. SPICER)

Seven thousand four hundred and twenty-five candidates wrote on the Grade VIII or Public School Leaving Examination this year. Of these, five thousand four hundred and eighty-six candidates, or seventy-four per cent., were successful. In addition, one thousand seven hundred and forty-eight students were recommended for Grade VIII standing under Sections 6 and 7 of the Public School Leaving Regulations.

Twelve thousand six hundred and fifteen candidates wrote on the High School examinations and four hundred and forty-seven on the Commercial examinations, held in June, while two thousand and twenty-one candidates wrote on the supplementary examinations held in September. This makes a grand total for the year of twenty-two thousand five hundred and eight candidates, an increase of two thousand six hundred and twenty-six over the previous year.

The percentage of passes on the High School examinations written in June, computed by units, is seventy-five; on the Commercial examinations, seventy-nine; on the September examinations, thirty-eight.

A detailed analysis of the results of the June examinations shows that 80.1 per cent. of the Grade VIII candidates prepared in urban centres passed as compared with 68.7 per cent. of those who were prepared at rural centres. The percentage of passes for High School candidates prepared in urban centres is 76.7 as compared with 66.6 for those prepared in rural centres.

The June Departmental examinations were held at two thousand and eighty-three centres.

DEPARTMENTAL EXAMINATIONS, 1927

Examination	No. of Candidates	Total	Increase over 1926
Grade VIII	7,425	7,425	713
*HIGH SCHOOL			
JUNE—			
First Year	5,031	.....	.....
Second Year	3,371	.....	.....
Third Year	3,003	.....	.....
Fourth Year	1,210	12,615	1,327
†Commercial—			
First Year	280	.....	.....
Second Year	159	.....	.....
Third Year	8	447	78
SEPTEMBER—			
Third Year	1,167	.....	.....
Fourth Year	554	2,021	508
		22,508	2,626

*Candidates are classified in the year of the highest unit written.

†The unit system was adopted for the Commercial Examinations for the year 1926-27.

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ANALYSIS OF RESULTS

JUNE, 1927

Grade VIII candidates passed 5,486
 Grade VIII students granted standing on recommendation under Sections 6
 and 7 of the General Regulations 1,748

UNIT	Number of Candidates	Number who Passed
Agriculture 1	1,690	1,096
Agriculture 2	848	661
Algebra 1	5,385	4,087
Algebra 2	3,890	1,835
Algebra 3	581	332
Arithmetic 1	2,349	1,885
Art 1	2,666	2,546
Art 2	331	215
Biology 1	66	49
Chemistry 1	1,972	1,444
Chemistry 2	296	212
Composition 1	5,163	4,213
Composition 2	3,260	2,758
Composition 3	2,236	1,514
Composition 4	924	706
French 1	3,312	2,332
French 2	1,428	896
French 3	406	334
General Science 1	5,458	4,430
Geography 1	1,739	1,256
Geometry 1	5,453	3,996
Geometry 2	2,637	1,805
Geometry 3	676	539
German 1	68	60
German 2	19	16
German 3	15	13
History 1	5,546	3,476
History 2	3,536	2,199
History 3	2,140	1,559
History 4	732	579
History of Literature 1	483	446
Household Economics 1 (Theory)	10	10
Latin 1	1,638	1,276
Latin 2	563	476
Latin 3	192	165
Literature 1	4,950	3,868
Literature 2	3,155	2,732
Literature 3	2,240	1,760
Literature 4	842	675
Manual Arts 1 (Theory)	3	3
Music 1 (Theory)	15	8
Music 2 (Theory)	2	1
Music 3 (Theory)	1	1
Physics 1	2,896	2,517
Physics 2	545	356
Trigonometry 1	707	507

SEPTEMBER, 1927

UNIT	Number of Candidates	Number who Passed
Agriculture 2	94	55
Algebra 2	466	58
Algebra 3	131	39
Arithmetic 1	190	52
Art 2	52	8
Biology 1	17	7
Chemistry 1	178	72
Chemistry 2	45	18
Composition 3	294	155
Composition 4	144	85
French 2	204	80
French 3	40	12
Geography 1	184	71
Geometry 2	218	56
Geometry 3	56	26
German 2	8	8
German 3	7	5
History 3	228	92
History 4	91	36
History of Literature	32	24
Latin 2	40	19
Latin 3	19	7
Literature 3	209	125
Literature 4	85	72
Physics 1	95	39
Physics 2	91	22
Trigonometry 1	95	44

COMMERCIAL EXAMINATION, 1927

UNIT	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 1.....	272	197
Arithmetic and Rapid Calculation 3	7	3
Bookkeeping 1	270	196
Bookkeeping 2 (Theory)	72	57
Bookkeeping 2 (Practice)	72	44
Bookkeeping 3 (Theory)	7	6
Bookkeeping 3 (Practice)	7	4
Business English 1	276	242
Business English and Office Practice 2.....	151	135
Business English and Office Practice 3.. ...	5	5
Canadian History and Civics	26	14
Commercial Law 1	6	6
Geography	3	2
Literature 1	211	148
Literature 2	74	70
Literature 3 .....	....	....
Penmanship and Rapid Calculation 2—		
Penmanship 2	154	153
Rapid Calculation 2	154	141
Secretarial Training	..	..
Spelling and Penmanship 1—		
Spelling 1	276	209
Penmanship 1	277	273
Spelling and Word Study 2	151	112
Stenography 1	282	236
Stenography Practice 2	152	86
Typewriting 1	284	257
Typewriting 2	153	146

DIPLOMAS ISSUED

Grade VIII		6,926
High School (Third Year)—		
Normal Entrance	1,120	
University Matriculation	120	
General Course	8	
		1,248
High School Graduation—		
Normal Entrance	354	
General Course	5	
		359
Commercial		29
		8,562

EXAMINATION CENTRES

June	2,083
September	30
	2,113

CERTIFICATES ISSUED DURING THE YEAR 1927

	Alberta	Other Provinces	British Possessions	Other Countries	Total	Grand Total
(a) Professional Certificates						
Academic Class: To Alberta Teachers	25	....	..	..	25	
First Class: To Alberta Teachers.	212	..	..	..	212	
Second Class: To Alberta Teachers.	453	..	..	..	453	690
(b) Interim Certificates						
Academic Class—						
To Alberta Teachers	19	....	..	..	19	
To Teachers from British Columbia.	..	1	....	..	..	
To Teachers from Ontario	..	3	....	..	..	
To Teachers from Nova Scotia	..	1	....	..	5	
To Teachers from England	..	..	1	....	..	
To Teachers from New Zealand	..	..	1	....	2	26
First Class—						
To Alberta Teachers	240	....	..	..	240	
To Teachers from British Columbia	..	2	....	..	..	
To Teachers from Saskatchewan	..	7	....	..	..	
To Teachers from Manitoba	..	4	....	..	..	
To Teachers from Ontario	..	2	....	..	..	
To Teachers from Quebec	..	1	....	..	..	
To Teachers from Nova Scotia	..	1	....	..	17	
To Teachers from Scotland	..	..	1	....	1	258
Second Class—						
To Alberta Teachers	483	....	..	..	483	
To Teachers from British Columbia.	..	35	....	..	..	
To Teachers from Saskatchewan	..	13	....	..	..	
To Teachers from Manitoba	..	12	....	..	..	
To Teachers from Ontario	..	8	....	..	..	
To Teachers from Quebec	..	1	....	..	..	
To Teachers from New Brunswick.	..	4	....	..	..	
To Teachers from Nova Scotia	..	5	....	..	78	
To Teachers from England	..	..	9	....	..	
To Teachers from Scotland	..	..	2	....	11	
To Teachers from United States.....	..	..	..	1	1	573
Third Class—						
To Alberta Teachers	77	....	..	..	77	
To Teachers from United States	..	..	..	1	1	78
(c) Provisional Certificates						
Permits	5	..	..	..	5	5
	1,514	100	14	2	1,630	1,630

PROVINCIAL NORMAL SCHOOL, CALGARY

(E. W. COFFIN, *Principal*)

ENROLMENT

The Session of 1926-27 reopened, after the Christmas holidays, on January 5th. Six names were added to the roll, two in the first class and four in the second. There were two withdrawals, one on account of illness, the other on account of change of plans. Four students were unable on account of illness to complete the final examinations. I regret to report that one of these, Miss Dolly Smyth, of Calgary, died suddenly in Seattle on July 13th, a few hours after her removal thither. The graduate class, for the Academic Certificate, also registered, to the number of sixteen, six women and ten men.

The following tables give the figures of attendance and certification:

ATTENDANCE TABLES, 1927

	First Class			Second Class			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term 1926-27....	36	108	144	56	196	252	92	304	396
First Term 1927-28.....	29	96	125	37	227	264	66	323	389
Total.....	65	204	269	93	423	516	158	627	785

ACADEMIC COURSE

	Men	Women	Total
Second Term 1926-27	10	6	16
First Term 1927-28	3	6	9
Total.....	13	12	25

ACADEMIC STANDING FOR ADMISSION

REGULAR COURSE, 1927-28

	Under-graduates	Grade XII	Grade XI	Total
Alberta ..	5	120	254	379
British Columbia	..	..	1	1
England ..	..	..	2	2
Ontario	1	..	..	1
Quebec ..	..	..	1	1
Saskatchewan ..	..	..	1	1
United States	1	..	3	4
Total.....	7	120	262	389

ACADEMIC COURSE (JAN.-JUNE, 1927)

Degree	University	No. of Students
B.A.	University of Alberta	8
B.Sc.	University of Alberta	1
B.A.	University of Toronto	1
B.A.	Trinity College, Toronto	1
B.A.	Queen's University	1
B.Sc.	Jesuit College, Edmonton	1
M.A.	Boston University	1
A.B.	Stanford University	1
M.A.	Aberdeen University	1
		<u>16</u>

ACADEMIC COURSE, 1927-28

Degree	University	No. of Students
M.A.	University of Alberta	1
B.A.	University of Alberta	6
B.Sc.	University of Alberta	2
		<u>9</u>

TABLE SHOWING CERTIFICATES OBTAINED, 1927

	Academic	First Class Interim	Second Class Interim	Third Class	Failures	Withdrew	Total
Regular Course 1926-27 .....	....	135	211	28	17	5	396
Academic Course, Jan.-June, 1927..	16	....	...	....	....	...	16
Total.....	16	135	211	28	17	5	412

CHANGES IN THE STAFF

At the end of the session in June, Miss Mary Simons, Instructor in Junior Mathematics and Spelling, resigned, after eleven years of very efficient service on the Practice and Normal School staffs. Miss Simons was first appointed to the Practice School staff in the Sunnyside School in 1916, and in 1922 was made a Junior Instructor on the Normal staff. She returned to her post as Practice school teacher for 1923, taking Grade III in the Normal Practice school. In 1925 she was again required on the Normal School staff. By diligence as a student and by skill in elementary school work and as a critic teacher, Miss Simons made herself of great value in the work of teacher-training, and did excellent work both with pupils and students.

Miss Christina W. Dyde, M.A., who served in Miss Dickie's place during the session, withdrew in June. Her work as Instructor in English was of a high quality, and her energy and good-will was at all times of the best. Miss Dyde, with her qualities as a teacher and her thorough experience in rural schools, would be a valuable member of any Normal school staff.

At the close of this session, also, Miss Marjorie M. Goldie, Ph.B., Instructor in Household Economics, who had not been recently in

very good health, resigned, and up to the present this department of the work has not been in operation. Miss Goldie was appointed in 1917, and since that date has seldom missed a class. She has taken her place also regularly on the Summer School staff, until the work in Household Economics was discontinued. Besides being thoroughly efficient in her special work, Miss Goldie has been tireless in her activities for the welfare of students. She was a most helpful and agreeable colleague in every respect, and will long be conspicuously missed as one of our force.

In addition to the regular classes in Household Economics for the Normal students, centering round the mid-day lunch and the school exhibits, Miss Goldie carried on, so far as her time permitted, the preparation and serving of hot lunches for the children of the Practice school. Women students were detailed in turn each day for this work, and thus each one got practical experience in this service, so important in most rural schools. During the very cold weather in December, Miss Chittick, in addition to her work as Nurse-Instructor, undertook with the aid of students and members of the Practice School staff, the hot lunch service. In mild weather the demand for this was very small, but in severe weather as many as ninety pupils took advantage of it.

For the school year 1927-28, Mr. B. L. Cook, Principal of the Practice school, secured leave of absence as exchange teacher in England. As Acting Principal during his absence, Mr. B. O. Millar, Assistant Principal, was appointed, and the vacancy ensuing in Grade VII was filled by the appointment of Mr. Norman J. Kennedy, who had for the preceding two years done very satisfactory work as teacher and critic of practice in the West Calgary rural district. In June, Miss Jean Ramsey, teacher of Grade VIII, secured appointment as Physical Training Instructor in Vancouver. The Practice school enrolment for 1927-28 called for, not a Grade VIII appointment, but for one to Grade IV, and to this post Miss Mary Johnstone, Macdougall School, Calgary, was appointed. Miss Johnstone had proved her merit both in connection with the Edmonton Normal Practice school and as a critic teacher here in 1925-26, when we used the Macdougall School for practice. All the above-mentioned teachers took their Normal courses at Calgary, and all have, by the quality of their service, justified their appointments as demonstration and critic teachers.

The session of 1927-28, due to open September 20th, was delayed two weeks by the threat of an epidemic of infantile paralysis. In consequence, of course, the practice was seriously shortened, but it is hoped that to some extent this loss will be made up before the session ends, since facilities in rural schools are likely to be provided. The students now in attendance are showing a most commendable spirit of diligence in study, friendly co-operation in school activities, and cheerful regard for all necessary regulations. So far as the general behavior of these classes is any criterion, the present generation of adolescents is not in such a hopelessly depraved condition as some alarmists would have us believe, provided, of course,

they are kept wholesomely busy. The graduates this session for the first time were required to attend for the full eight months, and were included in the ranks of the regular first classes.

During the year addresses were delivered to the students by the following persons: January 7th, Mr. A. Calhoun, city librarian; January 24th, Mr. J. S. Woodsworth, M.P.; February 4th, Mr. J. Barnett, of the Teachers' Alliance; February 18th, Mr. George Hilton; March 28th, Mr. J. M. Humphrey, Malakwa, B.C.; April 12th, Prof. Greaves, of Toronto; October 11th, Mrs. Jamieson, of Vancouver; October 24th, Bishop Sir John Taylor-Smith, Chaplain General of the British Army during the Great War.

On November 11th, by permission of the Minister of Education, religious instruction and leadership groups were instituted, to be held once a week during the noon hour. Five groups were formed representing the following denominations: Anglican, Baptist, Presbyterian, Roman Catholic, and United Church. These classes are wholly voluntary, yet the initial enrolment was 280, or 70 per cent. of the total attendance.

In sports, the major activity was, as usual, basketball, and the interest was well maintained during the session. Under Sgt.-Major O'Hanlon's efficient coaching, the men's team again secured the provincial trophy for the Intermediate League. The only outside trip was to Medicine Hat. On May 25th a very successful Field Day was held for the session 1926-27, and on October 13th the usual "get-acquainted" picnic for the new classes was held at St. George's Island.

The present session promises well, and with the prospect of some first-hand contact with the rural schools as part of the apprentice and practice work, we have reason to believe that the students now enrolled will go out to their duties next year well prepared to adjust themselves speedily to the conditions of the one-room school.

PROVINCIAL NORMAL SCHOOL, CAMROSE

(A. E. TORRIE, *Principal*)

The statistics in connection with the enrolment are as follows:

ATTENDANCE STATISTICS

Second Term, 1926-27—		First Class	Second Class	Totals
Men	28	53		81
Women	62	157		219
Total.....	90	210		300
First Term, 1927-28—				
Men	25	43		68
Women	48	168		216
Total.....	73	211		284

DEPARTMENT OF EDUCATION

AGE STATISTICS AT ENTRANCE

	First Class			Second Class		
	Under 18	18-19	Over 19	Under 18	18-19	Over 19
Second Term 1926-27 —						
Men	5	16	7	6	14	33
Women	20	23	19	41	40	76
Total	25	39	26	47	54	109
First Term, 1927-28—						
Men	4	10	11	2	14	27
Women	15	17	16	44	44	80
Total	19	27	27	46	58	107

The statistics in connection with the final standing, which is based on final examinations and general term work and on Practice teaching are as follows:

SECOND TERM, 1926-27

	Honours	Pass	Conditioned	Thirds	No Standing	Total
First Class	3	30	47	9	1	90
Second Class	6	62	110	28	4	210
Total.....	9	92	157	37	5	300

In general one may speak with hope for the future of our schools. The young men and women going out from our Normal school with complete standing are, with comparatively few exceptions, imbued with an earnest desire to do real service in their respective schools and communities.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

Herein you will find embodied a consolidation of the annual literary and statistical reports submitted by the several school inspectors for the province. An effort has been made to select those extracts which have significant relation to problems associated with our present educational effort. These comments are interesting in that they show the effect of local conditions; valuable in that they reveal the results of new legislation and changed procedure; and suggestive in that they frequently indicate the lines along which advancement and progress may be sought.

CHANGES IN STAFF

The school inspection staff of the province now numbers twenty-seven as against twenty-six at the beginning of the year, the increase being occasioned by the assignment of a second inspector, in the person of E. L. Fuller, B.A., formerly of Wetaskiwin, to the supervision of the work of the High School grades. In September, G. S. Lord, M.A., of the Lamont division, was appointed instructor at the Calgary Normal School. The two vacancies thus occasioned on the public school inspection staff were filled by the appointment of G. L. Wilson, B.Sc., of the Lethbridge High School staff, to the Lamont inspectorate, and G. M. Dunlop, B.A., of the Calgary High School staff, to the Foremost inspectorate; Inspector John Scoffield, B.A., being transferred from Foremost to Wetaskiwin.

With these exceptions the staff remains the same as at the close of 1926, and no other changes were made in the location of its members.

INSPECTORS, WITH DIVISIONS AND DISTRICTS

Information as to inspectoral divisions, inspectors, number of districts, and number of rooms assigned to each, is set out in the following table:

Inspectorate	Inspector	No. of districts	No. of rooms in operation
Bassano	J. F. Boyce, B.A.	157	172
Calgary	F. G. Buchanan, M.A.	136	169
Camrose	J. W. Russell, B.A.	167	211
Coronation	J. C. Butchart, B.A.	148	164
Edmonton	J. A. Fife, M.Sc.	123	152
Foremost	G. M. Dunlop, B.A.	150	170
Hanna	G. K. Haverstock, B.A.	151	183
High River	J. A. Macgregor, B.A.	138	180
Lamont	G. L. Wilson, B.Sc.	100	150
Lethbridge	J. Morgan, B.A.	118	197
Macleod	C. C. Bremner, M.A.	114	187
Medicine Hat	F. S. Carr, B.A.	144	194
Olds	R. H. Liggett, B.A.	127	148
Onoway	J. H. Hutchison, B.A.	107	123
Oyen	F. L. Aylesworth, B.A.	148	149
Peace River	L. B. Yule, B.A.	138	162
Red Deer	A. R. Gibson, M.A.	133	164
St. Paul	X. P. Crispo, B.A.	125	143
Stettler	P. H. Thibaudeau, B.A.	130	176
Trochu	W. J. McLean, B.A.	138	167
Vegreville	Owen Williams, B.A.	120	167
Vermilion	H. R. Parker, B.A.	137	152
Wainwright	W. H. Edwards, B.A.	127	143
Westlock	J. J. LeBlanc, B.A.	147	155
Wetaskiwin	J. Scoffield, B.A.	131	154

The average number of school districts assigned to each inspector was 134, while the average number of rooms was 173. The inspectoral divisions must, because of local conditions, roads, railway facilities, natural boundaries, and the nature of the administrative problems obtaining, vary considerably in area and in the number of districts. However, an effort at better equalization of work has been attempted through recent adjustments which became effective at the close of 1927.

WORK OF THE YEAR

The statistical returns for the year indicate that the inspectors carried out 5,180 inspections as follows: 3,526 rooms were inspected once, while 827 received two visits. This statement includes inspections made in the cities of Edmonton, Calgary, Medicine Hat, and Lethbridge, together with other casual inspections of High School work, Private, and Indian schools. The year was an unfavorable one for travel by road, but with the exception of 392 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year, and, as stated above, 827 received two inspections. The practice of assigning a large number of men to the inspection of the city schools was continued this year, in January and February, with satisfactory results.

CONDITIONS AFFECTING PROGRESS

Our schools and our progress in educational affairs generally reflect closely the economic conditions prevailing in the province. Good crops and favorable prices raise the standard of living among

our people, and this always affects their attitude towards education. As home conditions improve and comforts and conveniences increase, interest in education is stimulated, and school support becomes more generous.

A GOOD YEAR

On the whole, the year 1927 was a favorable one for agricultural activities and, speaking generally, crops were good and fair prices prevailed. This situation resulted in a favorable reaction in the organization, administration and financing of schools. The number of pupils enrolled showed an increase of 3,854 over the previous year: fifty new districts were organized; four rural high schools were established, making nine of these in all; fourteen districts enlarged their accommodation to two rooms; and 90.04 per cent. of all schools operated for a period exceeding 160 days, as against 75 per cent. for a like period in the preceding year.

In the northern sections of the province the benefits of the heavy crop were particularly in evidence, because of good returns in 1926, and favorable weather conditions for harvesting and marketing the 1927 crops. In the Peace River inspectorate:

"New schools were erected in seven districts and improvements in buildings and equipment were carried out in others. At High Prairie, Peace River, Falher, Wembley and Grande Prairie it was necessary to open additional rooms. Eight new districts were established in various parts of the inspectorate, while in ten other localities initial steps were taken towards the establishment of new districts. A Rural High School consolidation was effected with Waterhole as its centre."

In the Onoway division, west of Edmonton:

"Reports from school treasurers indicate a generous response to tax notices, and with few exceptions funds have been available to meet financial obligations with promptness. A considerable number of new settlers have established themselves in the inspectorate during the year."

Of the Westlock division, the inspector says that:

"With the continued prosperity brought about by more extensive land development, and the satisfactory prices which have obtained, there has been marked activity in educational endeavour. The number of school districts increased from one hundred and thirty-seven to one hundred and forty-seven; and the departments from one hundred and fifty-two to one hundred and sixty-five. Nine new units were organized. The Richmond Park school district No. 4280 will take care of the educational needs of a sparsely settled area fifteen miles north-east of Athabasca and north of the river. To the east of Rochester, a new district was formed to take care of eighteen children of school age. Three new units have been organized about Dapp in what was formerly a low-lying belt, which has been rapidly developed and settled in the past two years. The Pontiac S.D., south of Legal, was carved out of existing school districts to establish more easily accessible facilities for a large number of children."

Speaking of conditions in the Edmonton inspectorate, Mr. Fife says that:

"The year 1927 has been one of steady progress in the educational activities of the Inspectorate. A fine spirit of optimism has been evident among those engaged in agriculture, due to the abundant crop harvested and the prevailing good prices for grain, livestock, and dairy products.

"The financial improvement has enabled a number of schools which previously were closed for a part of the year to operate for a considerably

longer period. Five new schools have been built during the year, and a number of others have materially improved their old ones.

"There is a growing desire on the part of many parents to keep their children longer in school, consequently the number of Grade VIII candidates is increasing and many boards are asking for Grade IX classes."

In Wainwright inspectorate:

"Crop returns were such as to establish optimism and confidence in the financing of schools. This will undoubtedly react favorably on educational conditions.

"In fact, many school boards, anticipating a successful year, took advantage of the summer vacation to paint their schools and improve the grounds."

Inspector Butchart, of Castor, says:

"All schools, except those in two or three districts where there are no children of school age, have been in operation either independently or under Section 208.

"Financial conditions have been good, and the supply of teachers has been sufficient."

In Vermilion:

"Crop conditions were good over the whole area and funds were plentiful, favoring effective operation."

In St. Paul inspectorate:

"With good crops in the district this year the general effect on operation of schools was good. While it is true that the poorer districts had very little acreage under cultivation, the yield per acre was encouraging. The extension of the Canadian National Railway to a point some forty miles east of St. Paul, and its operation as far as Elk Point, has helped shipping facilities. Along this line, and along the partially completed Ashmont-Bonnyville branch, many settlers have been placed, and these changes will require much reorganization during the coming year."

INSPECTOR X. P. CRISPO, St. Paul de Metis.

Of conditions in the Red Deer inspectorate, Mr. Gibson says:

"The general conditions affecting education in the Red Deer Inspectorate have not changed to any extent since 1926. On the whole they have been good, at least as good as in that year, and certainly better in some respects than in most of the previous years. The good crops of 1926, the consequent higher standard of living, the better collection of taxes, and the good weather of 1927 all tended to improve educational conditions. There was always, too, a steady supply of teachers and boards had no difficulty in keeping their schools operating for such periods as their finances would permit, and, with the exception of some dozen schools in the outlying districts, that applied to the full school year."

Inspector Thibaudeau, of Stettler, says:

"Each year shows an improvement in the desire on the part of parents to give their children an education and send them out into the world better equipped to take their place in society. Parents realize that life means more than the mere gaining of a livelihood or the supplying of the physical needs of food, clothing and shelter. The trustees, too, are responding to these ideals. Financial conditions were such that no excuses were urged or offered to curtail operation or the supply of good equipment."

In Bassano:

"Taking the inspectorate as a whole, it may be said it has been a fairly prosperous year. Practically all the schools, excepting of course some of those in the partly abandoned area, operated the whole school year, with a qualified teacher in charge. The stabilizing influence of a more permanent tenure of teachers is apparent in an improved attitude toward their work. From a general viewpoint it may be said educational progress during the year has been good."

Speaking of Oyen Inspectorate. Mr. Aylesworth says:

"The holding up of threshing operations affected the interests of everybody in a greater or less degree. Threshing outfits disbanded, as work was impossible under weather conditions. These outfits were unable to pay their bills at the stores, as few threshing bills could be paid by the farmers.

"These conditions affected from 30 per cent. to 40 per cent. of the farmers in the Oyen inspectorate. Collection of taxes by municipal districts was affected and accordingly the payment of teachers' salaries was deferred. However, at least 50 per cent. of the farmers were fortunate in having their threshing done and in marketing a fair percentage of it, though the heavy fall of snow has blocked the roads and has prevented hauling of grain to a deplorable extent."

In Hanna Inspectorate:

"There has been a decided improvement in the financial conditions of the ratepayers of the inspectorate, with the result that a number of school buildings have been painted, fences built, furnaces and inside toilets installed, and a general improvement of school equipment. Material prosperity, other things being equal, makes for a happy, contented people. In many parts of the inspectorate are to be found good homes, well equipped with modern conveniences.

"A number of vacant farms have been resettled by people from Central Europe, and while these newcomers present certain problems at present, their children will make good Canadians, provided our schools are functioning properly."

INSPECTOR G. K. HAVERSTOCK, Hanna.

In Lethbridge:

"The season has been an exceptionally wet one and crops have been good in all parts of my territory. This places the boards in a better financial position on the whole than they have been for some years.

"Only three new districts were organized, as nearly all my inspectorate is now in organized school districts. Three districts in irrigated sections became overcrowded and became two-room districts. Three others have taken preliminary steps in the same direction.

"In 1926 there was extensive organization work in the Lethbridge Northern Irrigation tract and in 1927 a good many adjustments in boundaries had to be made to meet the new conditions. The changes made will make the present boundaries satisfactory for some time."

INSPECTOR J. MORGAN, Lethbridge.

In Medicine Hat:

"The year 1927 opened with but little hope of expansion or of much development in the schools. In many localities the process of depopulation had drained the country of its school population and there did not appear to be any probability of much immigration of new settlers. With the change in the weather conditions early in the year, resulting in prospects of good crops, came a change in the outlook; some schools were reopened, and quite a number of districts desired and secured a considerably longer term of operation. In several cases the improvement in outlook enabled me to secure cheerful co-operation in a scheme for joint operation where the parents and children were put to some inconvenience.

"A peculiar condition affecting progress adversely arose during the beginning of the fall term and persisted almost until the end of the term. Owing to the alternating periods of wet and dry weather the harvest was delayed; the same weather conditions interfered with threshing operations; in many districts the threshing outfits had moved out; throughout the whole inspectorate there was a great scarcity of labor. The result of the combination of circumstances was an insistent demand for the services of all the boys and girls capable of doing any work on the farms, and this demand could not be ignored. The effects of this on the attendance was very serious indeed, and has very materially hindered the progress of the children in the schools."

INSPECTOR F. S. CARR, Medicine Hat.

In the Foremost division:

"In August and September conditions in the inspectorate were more promising than they had been during the last ten years. Abundant rainfall throughout the year, together with an absence of yield-decreasing Chinook winds, had produced a crop which gave every indication of a record-breaking harvest.

"Then the situation changed. The harvest was retarded, due to a late spring. Frost came early in October, touching the grain in the western part of the territory, in the vicinity of Coutts and Milk River, injuring both yield and grade.

"A shortage of harvesters, coupled with the lateness of the season, delayed threshing. Snow came on November 3rd. From forty-five to sixty per cent. of the grain remains unthreshed in the fields.

"This condition naturally had the effect of paralyzing tax collections, with distressing effects on the financial condition of many of the school districts. In some, where they had expected to meet all current expenses and retire some back indebtedness, they have found themselves in difficulties and unable to bear the entire expense of keeping the school open for the year. Several districts have been forced to apply for loans which otherwise would not have been needed. More districts may yet have to follow the same policy. However, there is this source of satisfaction: that the greater portion of the crop which remains in the fields will be salvaged when the spring thaw permits threshing. As a result of this, the financial condition of the entire territory will be then vastly improved. In fact, there is no reason to believe that the financial condition of the entire territory will not be better than it has been for many years past, as the crop is a large one, although low in grade."

INSPECTOR G. M. DUNLOP, Foremost

SUPERVISION OF CLASS-ROOM INSTRUCTION

In a new and rapidly developing community, where there is considerable organization and adjustment continually in progress, a large portion of the school inspector's time must be given to work of an administrative and executive nature. On the average, more than one-third of the time of our inspectors is spent in organizing districts and making boundary adjustments; assisting with the financing and administration of schools; securing regular operation and attendance; performing the duties of Official Trustee; making investigations of various complaints; settling disputes; and directing school fairs, sports days, conventions of trustees and teachers, and activities of a like nature.

While it is desirable and very necessary that duties of this character shall be well performed, there is everywhere a growing demand for more effective supervision of the work of the classroom. It is becoming evident to all those interested that much more should be done in the way of setting up standards and stimulating progress in our schools; that inspection which reveals weaknesses must be supplemented by supervision of a more frequent, detailed and close-up kind which will correct the faults and bring about improvement and progress generally. For effective work and satisfactory results along these lines the number of schools per inspector should not exceed fifty. It is now 134 on the average.

The inspector investigates and reports upon the efficiency of the instruction, the capacity of the teachers, the progress of the pupils, and upon all conditions affecting these matters. He passes upon the grading and promotion of pupils and checks up the organization of the work, the administration and management of

the school, the methods of instruction, and the application of the Course of Study. His findings are set forth in a comprehensive report, copies of which are sent to the teacher, to the school board, and to the Department of Education. This report serves as a guide and stimulus to the teacher, as a record of the progress of the school, and the ability of the teacher, for the information of the board and the Department. This is all very valuable and helpful, but in present circumstances it occurs only once a year in the case of each school. More and better supervision is an urgent need, especially in the case of the young, the inexperienced and the weaker teachers.

There is a steady improvement in the quality of instruction. Academic and professional equipment is higher. There are practically no untrained teachers in our schools. It is reported that teachers apply themselves with earnestness and diligence. An examination of the gradings assigned by inspectors shows that approximately 70 per cent. have a standing of "Good", while only 3 per cent. have been graded as "Fair" or "Weak".

The following comments upon the supervision of class-room instruction are taken from the reports submitted by the several inspectors:

"An earnest attempt was made to adapt and apply the Course of Studies to the conditions that exist in rural schools. The selection and organization of the work outlined in the various subjects presents a difficult problem, particularly for the younger teachers who have not the perspective that is developed with experience. The common use of grade outlines, obtained from various sources, would indicate that the Course of Studies could be planned in such a way that the programme and general sequence of work for any period could be carried out in a more uniform, systematic, and effective manner.

"During the year the work in History, Agriculture and Writing was considered less satisfactory than in the other subjects. The text-books in History and Agriculture have not proved satisfactory. The standard of written work has fallen to a very low mark, and it is urgent that better ability in this ever-present phase of school work be developed.

"On the whole, teaching conditions were satisfactory. The prevailing salary remained at one thousand dollars per year. With the assistance of extra grants under Section 26a, districts with low assessments were able to pay this salary, so they were not handicapped in securing teachers on this account."

INSPECTOR L. B. YULE, Peace River.

"The percentage of teachers holding First and Second Class Certificates has not varied greatly from that of last year. There were 45 who held first class and 97 who held second class professional certificates. There were two who held third class certificates and two who were teaching on permits. Of the 142 firsts and seconds, 82 were permanent, and 60 were interim certificates.

"A large majority of the teachers were found to be doing good work. Many of course were teachers of experience and proven ability, but not all; there was no inconsiderable number of recent Normal School graduates who were found to be doing very creditable work in their schools. Methods, in general, are good and well adapted and applied; there is also a noteworthy improvement in knowledge of the subject-matter and of the requirements of the course. The greatest advance, however, that I have noted has been made along a somewhat different line. At no time heretofore have I seen the work in the different subjects so well graded, and the pupils taken so systematically and consistently over the course as has been done this year. There are, no doubt, a number of factors that have each contributed something towards this

improvement; among these, certain teachers' magazines have been by no means the least important. One magazine in particular, with its monthly outline, grade by grade, and subject by subject, can be found on almost every teacher's desk. The outline is being followed; and teachers are unstinted in their praise of the service that has been done for them by those who organized, condensed and presented to them in a form that can be readily seen and handled, the subject-matter of what is at best a somewhat ponderous and unwieldy course.

"With almost 60 per cent. of the teachers holding permanent certificates, obtained by experience and recognized merit; with the longer Normal course and consequent more thorough preparation; with new, better adapted and more helpful texts; and with the other aids to which I have referred, it would suggest that there was something very seriously wrong either with the teachers, the inspector, or the system if a large percentage of 'Good' gradings could not be attained. As a matter of fact, in this inspectorate over 75 per cent. were graded 'Good', four per cent. were graded 'Weak', and most of the remainder were graded 'Fairly Good', a few being graded 'Fair'.

"The average salary of the teachers in the one-room rural schools of this inspectorate is less than \$1,000, and it is somewhat higher for seconds than it is for firsts. There are two teachers with third class certificates, one receives a salary of \$1,000 and the other \$950. Average salary for thirds is \$950."

INSPECTOR J. H. HUTCHISON, Onoway.

"Of the teachers inspected, eighteen had less than six months' teaching experience, and fifteen had taught less than a year. All these teachers of limited experience were graduates of our Normal schools, and with the exception of eight were teaching their first school. From the standpoint of professional equipment, thirteen teachers were the holders of third class certificates and one had a letter of authority. Four had received their training outside the Province and the rest in Alberta. In the first-named category, two have long and very successful experience in the profession and in the opinion of the writer have won, by their outstanding contributions in the ungraded schools of the inspectorate, the right to special consideration and should be ranked as fully qualified teachers. No permit teachers were employed during the year.

"In the regularly operated schools, the course of study is receiving a wide and effective interpretation. In contrast, the short term schools reveal much overgrading, a superficial grasp of the grade material, and the elimination in great part of the cultural subjects; much of the teaching during the first three months of operation must be devoted to information covered during the preceding term and in great part forgotten; and many pupils are found indifferent to the class-room activities due to the prolonged holiday periods and too frequent changes of teachers.

"Of the grade subjects, Reading, Arithmetic and Geography are the best taught. Agriculture requires an up-to-date text with problem and illustrative material to correct the tendency to merely memorize the details of each topic. In very few schools is the teaching of this subject sufficiently practical and cultural to give the rural boys and girls a proper agricultural bias.

"The grading of the teachers inspected during the year is as follows: Excellent 11, good 117, fairly good 51, fair 7, not graded 6; total, 192.

"The practice of giving the school boards and the teachers copies of the reports continues to meet with general approval. The successful teacher holds a copy of the report as a necessary testimonial in applying for another school and a large number of school boards are guided exclusively in making appointments by the record of ability and the grading as set out in these reports. The very fact that all three parties receive identical copies of the report has practically removed all grounds for the charge by the teacher of unfairness or variation in the estimates furnished the Department and the school boards under the previous plan of reporting.

"The public school teachers of the inspectorate are receiving salaries ranging from \$840 to \$1,350, and only six teachers are paid less than

\$900 per year. Teachers of successful experience can readily obtain a salary of \$1,000 a year, but very few school districts make provisions for a gradual yearly increase. However, an increasing number of districts are erecting teacherages for the accommodation of the teacher without any charge being made."

INSPECTOR J. J. LEBLANC, Westlock.

"The average of the quality of instruction is gradually improving. Teachers are preparing their subjects much more carefully, and many of them use plan books containing careful outlines of the work for each day.

"The teaching of Arithmetic is improving. The number combinations, the endings in number families, and the multiplication tables receive more thorough drill in the lower grades, and frequently one finds classes which are quite accurate in the simple rules. Composition, also, is much more systematically taught than formerly. This, I think, is due to a considerable extent to the aids furnished by the teachers' organizations through their magazines. Writing does not receive the attention which it deserves. We have no authorized text or guide on the subject and there is very little uniformity in teaching it. In many schools the pupils write badly and make little effort to improve.

"The report forms now in use are very satisfactory; they are suggestive of the qualities of the teacher and the school which we should look for, and furnish a helpful guide in grading the teacher's efficiency.

"The average salary paid in the inspectorate is \$1,067 per annum.

"No permit teachers have been employed in the inspectorate during the year."

INSPECTOR J. A. FIFE, M.Sc., Edmonton.

"During the year an effort has been made to measure some of the work in fundamental subjects on a standardized basis. The advantages of such a scheme are decidedly definite and positive. Tests of known validity and reliability are not only of interest and importance in arriving at clear-cut conclusions concerning pupil classification, but they are valuable in that they afford a tangible basis of attainment for teacher and pupils; and most important of all, they provide direct evidence in diagnosing pupil defects and difficulties. I am convinced that nothing is more conducive to pupil achievement than the definite tracing of steps of progress and accomplishment. This can be done with more certainty and accuracy when the difficulties are known, and standards of attainment for the various grades established.

"All schools were tested in (at least) Reading, Composition, Arithmetic and Spelling, and the findings are of interest and importance to pupils, teacher and inspector.

"Reading—The key subject and the backbone of the public school curriculum: While fairly good results are attained in the senior grades, the average of the lower grades is rather below standard. I am of the opinion that this is partly accounted for by an exaggerated idea of the value of phonics in the primary grades. A primary reading lesson invariably means a lesson in phonics.

"Undoubtedly a valuable and necessary tool, its over-emphasis is often responsible for poor reading in the first four or five grades. Modern research tends to the conclusion that good readers are developed by an early recognition of the larger units—the sentence—the word—and phonics as the unifying thread.

"Composition (not standardized, no satisfactory scale)—In practically all schools inspected I took oral language in the primary grades and written work in the senior grades. This subject is somewhat neglected in the lower half of the school and fairly good above Grade V.

"Arithmetic—Tests in the mechanical operations prove that this subject receives due attention in practically all schools. Grade V pupils occasionally fall below standard, and the comparatively difficult long division of Grade IV accounts for this; but general results in this subject are quite satisfactory.

"Problem solving may be graded as fairly good. The great difficulty appears to be one of language—the reading of the problem in order to find what is required. When this is successfully accomplished, the actual working usually presents little difficulty.

"Spelling—Satisfactory results are being achieved in this subject. While Grades II and IX are low, the average percentage leads to the conclusion that this subject is well taught.

"Classification—While there are cases of uncertain and doubtful grading, classification is fairly sound. The tests sent out by the Department for Grades V, VI and VII are valuable in that they afford a standard for attainment and promotion.

"Equipment of Teachers—There were no permit teachers in the inspectorate during 1927. Five teachers held third class certificates, twenty-nine teachers had a first class certificate, and the majority held second class certificates.

"Quality of Instruction—When consideration is given to the difficulties with which teachers in the rural schools have to contend, one may safely say that a very creditable type of work is being done. The great majority of the teachers are earnest and industrious, and nearly all the pupils have a desirable class-room attitude.

"Most teachers avail themselves of suitable subject matter, and presentations are generally clear, although sometimes marred by too much reliance on the text-book. This tends to eliminate the teacher's personality, and the lesson loses in inspiration and vitality.

"I do not insist upon the teaching of high school subjects without some text-book assistance, but such public school subjects as History and Geography should be thoroughly prepared and taught without the use of and reliance upon a text-book.

"There is good teaching of Literature and History. Geography is rather mechanical and lifeless in presentation; and one is surprised at the lack of enthusiasm in agriculture in the rural schools.

"Art is generally well taught, and the writing is fairly satisfactory.

"Music is very much neglected throughout the inspectorate, and the natural desire on the part of the pupils to sing is given little encouragement.

"The selection of school songs ranges from delightful and wholesome folk songs down to songs that are entirely unsuitable for school purposes. There is little or no use made of the Music Readers authorized by the Department.

"Inspector's Reports—Of 136 teachers inspected the gradings are as follows: Excellent, 2; good, 84; fairly good, 47; fair, 3; weak, 0.

"While the majority of the teachers are graded 'Good', there is too large a percentage of 'Fairly Good' gradings—apparently one-third being thus graded. This is partly accounted for by the fact that there are many beginners teaching in the inspectorate, but the outstanding reason is indefiniteness—of planning and organization, of preparation, presentation and seat-work assignment.

"All teachers who received a second visit during the year had adopted a plan book, which is of undoubted value in the definite organization of the work of the various grades.

"Salaries of Teachers—\$1,000 is the salary paid to the majority of the teachers in the inspectorate. One school board pays \$840, and a few teachers are engaged at \$900. In one or two instances school boards are paying \$1,150 or \$1,200 to retain the services of a successful experienced teacher. Where high school instruction is undertaken, nearly all school boards allow the teacher to receive the additional Government grant.

"There are no permit teachers in this division."

INSPECTOR W. H. EDWARDS, Wainwright.

"The general tendency of our age towards greater specialization; towards the need and desire for higher academic qualifications, is nowhere more apparent than in the teaching profession. The number of

teachers in the Lamont inspectorate with registered certificates higher than second class is not great; less than one-third of these teachers have first class or academic certificates; however, the number taking definite steps to better their qualifications is indeed encouraging. Special certificates and university degrees are earnestly being sought. It is well to note that over 50 per cent. of the teachers of this inspectorate are men. I am pleased to report that the great majority of these men consider teaching a profession worthy of a life's undertaking. A good professional spirit is developing. A wholesome interest in the work of teaching is generally apparent.

"The great majority of the pupils of the Lamont inspectorate enter Grade I deficient in language and present a special problem in instruction—difficult, but interesting. In some schools experienced teachers, devoted to this work, are adequately paid and remain for a considerable time, giving thereby successful and much-needed service. It is a pleasure to visit these schools and observe the results of the inestimable service that can be given. Unfortunately, the number of such schools is small; yet I believe they are increasing. The average experience of teachers, other than the Normal graduates of 1927, in this inspectorate is about six years. However, the problem still remains in many schools. Time does not allow adequate supervision. The inexperienced teacher equipped with enthusiasm, the course of studies and the full quota of authorized text-books is not yet ready to organize and teach the work in the non-English school without much loss of time in the primary grades particularly.

"The great loss of time to the non-English pupil is due to many causes. Inexperienced teachers find it difficult to adapt themselves to the needs of their pupils. Their methods and balance of effort are stereotyped. Oral language is not sufficiently emphasized, not taken first as object lessons related to the child's experience, not in a graded series of lessons. Reading becomes a matter of seeing and then saying words without the flow common to our expression, and frequently without good comprehension. Some teachers fail to realize that language is a requisite to success in number and that there is a language of number. As a result, Grade I classes are frequently spending much time on the mechanical work of the course in number for Grades II and III. Usually they are mature enough to do this work; however, if they were held in Grade I with emphasis upon the language phase of the subject and language in general, their more mature number concept and attainment in language would make for a saving of time in the later primary grades and senior grades.

"In practically all cases teachers are doing their best. The faults do not lie wholly with them. More assistance is needed in supervision. A complete outline of methods and exercises for the primary grades of the non-English school would be helpful. A better supply of profitable seat-work material and supplementary readers is urgently needed.

"Salaries paid in the rural schools of the Lamont inspectorate average about \$1,100 per annum. In a number of instances in rural districts, good salaries and a free residence are attracting teachers to remain in the district for a few years at least. In these cases good progress and results are possible and are being obtained in the two-room schools particularly. Approximately 60 per cent. of the rural schools have residences on the school grounds; 30 per cent. of these are cottages affording desirable living accommodation; the others unfortunately are little better than shacks in many cases."

INSPECTOR G. L. WILSON, Lamont.

"As a rule teachers were found better prepared for the demands made upon them by the Course of Studies. This attitude of the teachers to their duties has resulted in better teaching methods. The 'text-book' teacher is fast disappearing from the schools, for teachers realize the value of direct contact with the class. Results are much better than in previous years because the reaction of the pupils to the teachers' efforts begets a spirit of co-operation affecting all school activities."

INSPECTOR OWEN WILLIAMS, Vegreville.

"The teachers as a body are earnest and conscientious in their work and are giving faithful and effective service. The planning of work is becoming more thorough, and improvement in method is evident in the case of many teachers. In this connection I wish to refer to monthly outline of work given by the A.T.A. and the Alberta school magazines. These are proving of great assistance to the teachers.

"Reports were made with a view to improving the efficiency of educational work. The grading of the 176 teachers inspected was: Excellent 14, per cent. 7.95; good 140, per cent. 79.55; fairly good 11, per cent. 6.25; fair 10, per cent. 5.68; weak 1, per cent. 0.57.

"Salaries in rural districts have remained about the same as last year, the average being about \$1,000 per annum.

"No permits were issued to teachers in this inspectorate during the year."

INSPECTOR H. R. PARKER, Vermilion.

"For the first time in the history of the inspectorate there were no permit teachers employed. The qualifications held by teachers were for the most part very good. More willingness on the part of teachers was shown to undertake the work of grades beyond Grade VIII, and this work was done with greater thoroughness.

"During the year the number of pupils successfully passing the Grade VIII examinations was far in excess of that of the previous year. Sixteen per cent. of the schools did work above Grade VIII.

"In the public school grades much improvement is noted in the teaching of History, Geography and Composition. The schools need, as a whole, better library equipment in order that pupils and teachers may have access to a more varied supply of materials. The more resourceful teachers are obtaining help in this direction through the University of Alberta Extension Library.

"I find the teachers more settled and more willing to remain in districts for terms longer than customary, and where the services of teachers can be obtained for a comparatively long term the results are always satisfactory."

INSPECTOR X. P. CRISPO, St. Paul.

"It can be said, generally, that school boards, in spite of consistent urgent recommendations, are grievously neglecting their obligation as regards maintaining and enlarging their school libraries. Their interest in this regard has waned painfully since the withdrawal of the library grant, until now, in almost all the rural and smaller village schools, the situation is acutely serious, since large numbers of school libraries are practically useless, not containing the type of books suitable for supplementary reading or reference purposes. Something must be done immediately to stimulate school library provision and maintenance, since it is evident that the inspector's appeal and recommendation can not be supported by sufficient force to stem this apathetic attitude. In my judgment the time has come when it is expedient for the Department of Education to adopt a school library policy whereby a library grant on the basis of one dollar grant for one dollar school board expenditure, up to a limited amount, will be offered school districts for the maintaining and enlarging of school libraries. Our schools at present are not equipped with suitable or sufficient library material for silent, sight, informational, supplementary or research reading. The situation is deplorable, to say the least.

"There is a large number of rural schools in this inspectorate in which pupils of non-English parentage largely predominate. I have been particularly impressed in many instances with the wonderful progress made by these pupils in appearance, manners, acquisition of English, and adoption of Canadian sentiment, when in charge of efficient teachers. To these pupils, access to a judiciously selected and discreetly maintained school library is of prime significance.

"The schools in this inspectorate have received a good teaching service in 1927. The teachers employed have been, for the most part, earnest, conscientious and capable. Only in a few instances has the quality of

the teachers' services been below standard. Failure on the part of these teachers to adapt themselves to present teaching outlook, or disinclination to do so, has been responsible for the discrepancies observed. On the basis of regulation governing the grading of teachers, 94.08 per cent. of the teachers employed in this inspectorate in 1927 secured a grading efficiency of 60 per cent. and over. It is regrettable, however, that 5.92 per cent. of the teachers were below normal teaching strength.

"General approval is offered by teachers and school boards alike to the departmental regulation requiring an inspector of schools to forward an identical report of his school visitation to the teacher, the school board and the Department of Education.

"Salaries offered teachers have remained stable during 1927. There is little or no inclination on the part of school boards in this territory to seek to lower teachers' salaries on the ground of sufficiency of supply of teachers. There is a willingness expressed to advance the salaries of teachers who retain their relations with their districts for extended periods, when satisfactory services have been recognized by the school boards. One of the disturbing effects as regards the offering of larger salaries to teachers, in many districts, is the inability of the school boards to secure teachers who will remain in charge of their schools for periods longer than half a year, or at most a year. This circumstance is a distinct disadvantage to teachers and school alike. The cause in almost every case is due to the inability of the teachers to reconcile themselves to what they regard as unsuitable or uncongenial living conditions. It is difficult to see how these conditions complained of can readily be remedied.

"No permit teachers have been employed in this inspectorate for over two years."

INSPECTOR J. W. RUSSELL, Camrose.

"The class-room instruction given has been generally satisfactory.

"Most of the teachers were graded 'Good', a few 'Excellent' and a small percentage were graded lower.

"Salaries have kept up pretty well. The usual salary for rural schools is \$1,000. Only a very few districts have paid less than this, and quite a few have paid more. Experience seems to count for little so far as salary is concerned. There were more than even the usual number of changes in the teachers of rural schools this midsummer.

"No permit teachers were employed in this inspectorate this year."

INSPECTOR J. C. BUTCHART, Coronation.

"The equipment of teachers for their profession may be dealt with from two aspects: academic and professional qualifications, and natural aptitude for teaching. During the past year there were no teachers in the Red Deer inspectorate who did not have the necessary qualifications demanded by the Department of Education. I observed, however, that several were deficient in accuracy in the use of good grammatical English and one or two weak in the teaching of grammar. This might suggest that the instruction given in this subject in the public and secondary schools in the past few years has not been adequate. With regard to natural aptitude, it is safe to say that too many beginners lacked the ability to organize the work of a rural school. When a teacher had natural organizing ability this presented no problem; but when administrative and executive powers were only average, or below it, it was found that there was decided loss in the school through the consequent friction. I feel reasonably sure that the experience which it is proposed to give Normal students in rural schools will, to some extent, make up for the lack of natural ability to organize; but, to carry this to its full and logical conclusion, a complete course in pupil-teacher training should be instituted.

"The quality of instruction, judging by the gradings awarded in my reports on teachers in the past year, has not improved. It is true that only four teachers were graded as doing work that was not satisfactory, an increase of one over last year; but there were too many graded 'Fairly

Good.' This cannot be held to be a really satisfactory grading, because interim certificates are not made permanent on 'Fairly Good' reports. The actual number graded thus was 52, an increase of 14 over 1926. In most cases these gradings were given to beginners in the profession, which adds strength to the contention that a more careful system of selection should be made, as well as a more intensive and prolonged period of teacher-training instituted. It may be contended, too, with some considerable degree of truth, that the present system of academic promotion, the 'credit' system, tends to lower the standard of education.

"Salaries have remained practically constant during the past year. The average rural school salary continued to be \$1,000, or a little over.

"The standard of living in the older settled parts of the Red Deer inspectorate is relatively high, with the result that teachers' living conditions in these parts are comfortable and cheerful. The same, however, cannot be said of some twenty districts on the western outskirts of the district. Not only are the boarding places often far from the schools, but quite often the teachers find themselves billeted with people who speak alien tongues and whose manners and customs differ from their own.

"There are seven rural districts which have teachers' residences, but I am doubtful of the success of these, for only three are occupied and the others are allowed to fall into disrepair."

INSPECTOR A. R. GIBSON, Red Deer.

"The equipment of teachers for their work was fully up to previous years. The inexperienced teachers, those just out of Normal, have creditable methods. Organizing the work bothers them for a month or two. It is unfortunate if their first school is too heavy or difficult to control.

"There is good quality and content in their instruction. Interest in their work and industry are the noticeable features.

"The grading was as follows: 'Excellent', 24; 'Good', 125; 'Fairly Good', 16; 'Fair', 6.

"Teachers' salaries are within a few dollars of \$1,000 a year; principals of the smaller village schools, \$1,500 to \$1,600; principals of the larger village schools, \$1,700 to \$1,800.

"There were no permit teachers employed in this inspectorate during the year 1927."

INSPECTOR P. H. THIBAUDEAU, Stettler.

"An examination of the gradings given would seem to indicate a slight rise in the general quality of the work being done. Last year 60 per cent. of my gradings were 'Good'; this year 71 per cent. were in this class. Last year 34 per cent. were 'Fairly Good' and this year only 23.3 per cent. The 'Excellents' and 'Fairs' remain approximately the same.

"It is probably significant, too, that the certificates held did not indicate the quality of the work done. A much larger percentage of those holding the higher qualifications were graded 'Fairly Good' than of those holding second class. From this fact one might arrive at the conclusion that practical efficiency in handling the rural school problems depends more on the natural endowments of the teacher and on power of application than on the length or quality of training.

"On the other hand these figures indicate also that the great majority of teachers were doing commendable work. This, especially when we remember that a considerable number were fresh from the Normal schools with no experience in handling complex problems like the teaching and organizing of a rural school.

"The results obtained in the teaching of the basic subjects were reasonably good. However, on the subjects of Arithmetic and Oral Reading some criticism might be made. In some instances I found that the written work in arithmetic was not preceded by sufficient oral and mental problems to make clear the situation presented or the principle taught.

"In oral reading, I believe, considerable time is wasted. In numerous instances the pupils were able to recognize the words and pronounce them

properly, but very little attempt was made to secure any adequate expression. In my opinion, however, unless there is a serious effort made to have the pupils express the feelings or emotions of the writer, there is very little need for oral reading above Grade VI. Silent reading would satisfy the situation quite as well, leaving part of the time, at least, for other work.

"In my criticism of this work, however, while pointing out these facts, I have always urged the desirability of training the pupils to express as nearly as possible the sense and emotions that the author intended.

"In my last report I criticized at some length the teaching of Nature Study, Agriculture and Art. Very little change was noticed during the year to alter my opinion. In this connection, though, I have advised various teachers to secure the agriculture text written recently by Inspector Hutchison. This book seems to me to meet the requirements of the course, and it should be available for both teachers and pupils.

"In the matter of teachers' salaries there is no noticeable change. Salaries still range from \$900 to \$1,000 per annum. In a few instances they go as high as \$1,200. I do not look for any great increase in the near future, but yet I firmly believe that the paying of substantial salaries to capable teachers in the outlying rural schools especially, coupled with a firm determination on the part of the trustees to hire none but the best, would do more to raise the efficiency of these schools than anything that could be done."

INSPECTOR R. H. LIGGETT, Olds.

"The quality of the instruction was not so good as one would desire it to be, though there were very few who were not doing their best. Upon making an examination of pupils' exercise books I found, however, that there were a number of instances of lack of careful supervision and that this weakness was no means confined to the young teacher. There was a tendency to give notes, etc., dealing with work that was beyond the pupil and time was being wasted. Often these notes were never looked over by the teacher, and it was often the case that pupils were getting little from their efforts. I make it a rule to examine as much of the work done in the exercise books as I can find time to do, as this affords a good opportunity to judge the carefulness and efficiency of the teacher. A very careless and indifferent teacher may teach an excellent lesson, while a teacher who is doing consistently good work may not be at the best when teaching before an inspector.

"In grading teachers during the year, and especially during the fall term, many were placed 'Fairly Good'; this was due to inexperience, to lack of careful supervision of exercise books, a tendency to teach over the heads of pupils, or to lack of proper organization of work or play—a want of ordinary good management. Several teachers were graded 'Excellent.' These were teachers who could remain for more than a year in a school, who know how to select subject matter suitable to the mental development of the child, could present it in an effective and interesting manner, and who knew what pupils were putting in their work books.

"The prevailing salary in this inspectorate is \$1,000 per year. In very few instances is there a tendency on the part of trustees to try to cut the salary below this sum, and where a teacher is satisfactory and will remain in a school, trustees are often prepared to raise the salary much above the \$1,000 mark. Rural teachers are paid up to \$1,600 per year."

INSPECTOR W. J. McLEAN, Trochu.

"In the three town schools of this district experienced and competent teachers have been employed. The boards of trustees are very desirous that their schools give effective service in their communities and willingly provide the equipment and apparatus that are needed. The fact that the progress and standing of the pupils in these schools are uniformly good should be gratifying to these boards and a justification of their generous attitude to the schools.

"In the junior rooms of the two and three-room schools the results are generally good. The boards of these schools, too, realize the value of well-equipped and competent teachers and do their best to secure such. The teaching of the senior work in these schools, however, is difficult, and the boards are not so successful in their efforts to engage teachers able to manage and instruct effectively classes composed of three or four grades of the senior public school, as well as Grades IX and X of the secondary work.

"As all the rural schools in this inspectorate, with the exception of two, operate for the yearly term, and as all teachers are Normal-trained, the quality of the instruction being given in the great majority of the rural schools is of a satisfactory nature. Teachers are zealous and interested, have a proper appreciation of their responsibilities and are discharging their duties in an intelligent manner. Where defects are observed these are generally the results of inexperience, lack of aptitude or unusually adverse conditions in the school or district.

"Time-tables generally make provision for the teaching of all the subjects prescribed in the Course of Studies, and in the majority of the branches the outlines of work are covered systematically and the instruction is thorough and effective. More attention seems to be given to oral and written composition than heretofore, and pupils generally are acquiring a creditable proficiency in the correct use of words and in sentence construction. The methods and letter-forms employed in the teaching of writing vary considerably throughout the schools, and the instruction is only fairly successful. Teachers should make greater demands upon the pupils for care and legibility in their regular written work. Except in graded schools and in a few ungraded schools, where the teachers have special training or have some aptitude for this subject, the teaching of drawing is considerably neglected. Physical training, too, is poorly taught in the great majority of schools and is omitted entirely in many schools. For the most part, teachers in their first or second years of teaching are the only ones who handle this work with any enthusiasm.

"I have heard no objection during the past year to the procedure with regard to the issuing of inspectors' reports whereby boards of trustees and teachers are furnished with copies of the report sent to the Department of Education. The fact that so many boards are requiring teachers who apply for positions to submit these reports as evidence of their capacity and success would indicate that considerable value is attached to them by those interested in maintaining efficiency in the class-room.

"More than half of the teachers whom I inspected in the Calgary Rural inspectorate were graded 'Good' or 'Excellent', and the majority of those graded 'Fairly Good' were teachers of limited experience. Only one teacher was graded 'Weak.'

"Salaries in rural schools ranged from \$900 to \$1,200 per year, and very few were below \$1,000.

"As in the past four years, no permits were issued this year in the Calgary Rural inspectorate."

INSPECTOR F. G. BUCHANAN, Calgary.

"The equipment of teachers, as far as actual class room instruction, is good. At no time have I found teachers better equipped from the standpoint of academic and professional training. All schools have been taught by fully qualified teachers. There is no lack of good average class-room instructors, but there is, especially in the rural schools, a real dearth of men and women who are fully qualified as teachers and capable of giving constructive leadership to the life of the community. Thirty-five per cent. of the teachers in the rural schools of this inspectorate are getting their first experience in teaching. For the most part the work of these teachers is characterized by energy, zeal and a high regard for the duties and obligations associated with their work.

"The instruction in graded schools is of a high standard. The Course of Study is followed and effective work is done. There is a marked improvement in the teaching of history. In past years teachers found it difficult to secure material, especially for the history of Grades V and

VI, but this year I find the teachers have suitable material for teaching this subject.

"The work in the rural school, with not too many grades, is very satisfactory and compares favorably with the best work in graded schools. In rural schools with eight grades and a large enrolment, the quality of work done is not the best. In this type of school much depends on the teacher's ability to organize work and classes so as to economize in time. It is in such schools that the young inexperienced teacher finds the most difficulty. The new policy of having the Normal students spend one or two weeks observing and teaching in a rural school will help greatly to overcome this difficulty.

"The present system of reporting on the work of teachers, is a help to the good teacher and a safeguard against the weak, inefficient teachers who refuse to improve their standing. The work of teachers inspected was graded as follows: Excellent, 6 per cent.; good, 53 per cent.; fairly good, 35 per cent.; fair, 6 per cent.

"In rural districts salaries have remained the same as last year, \$1,000. Many districts are prepared to pay more provided they know they are getting good service. Due to the increased supply, there is not the same tendency for teachers to change schools at the end of each term, and I find many districts are retaining the same teacher year after year. In such cases the teacher receives an increase in salary. To my mind this is a good sign, and will tend to better work in our schools.

"Teaching conditions are improving as a result of better economic conditions. Children are not needed on the farms as much. Clothing and proper equipment are more easily obtained for sending children to school. In a few districts the old question of a suitable boarding-house is a real problem.

"There are no permit teachers in the Hanna inspectorate.

INSPECTOR G. K. HAVERSTOCK, Hanna.

"During 1927, as the result of tests, in my inspectorate I have been forced to the conclusion that the classification of pupils in the rural schools more particularly is lamentably defective.

"Several factors enter into this state of affairs. The most potent factor is the frequent change of teachers, with wholesale promotions when the teachers leave their schools. This, combined with the attitude of the parents towards demotion, when this appears advisable, accounts in a large measure for faulty classification. Parents mistake the mere formality of promotion for actual advancement in standing in the subjects of the public school courses.

"Improper classification influences results of instruction, no matter how skilful the instruction may be. I have noted good teaching lessons that were almost barren of results on account of the weak grounding of the pupils in the subjects taught.

"The subjects tested by me most frequently, and which I believe reveal the extent and quality of the pupils' training, were Arithmetic and Composition.

"In the intermediate grades the grounding in the simple fundamentals of notation, recognition of numbers and accuracy in the four simple rules is weak. In most cases the children have adequate practice in this, but too often the work is without definite aim, and accordingly does not correct the defects in the pupils' grounding—probably because the teacher has not discovered the defects herself and is working at random.

"In the senior grades of the public school I have found many pupils not only weak in the fundamentals of measurements of vulgar fractions, decimals and percentage, but also weak in the requirements for the intermediate grades in number. This defective foundation work in arithmetic exists not only in the rural schools, but in Grades VI, VII and VIII of the town schools.

"In the mechanics of written composition—writing, spelling, capitalization, punctuation, sentence structure form, with special reference to letter-writing and paragraphing—I have found the work in the senior grades quite unsatisfactory.

"The work of corrections by the teacher and revisions by the pupils is not sufficiently thorough and methodically persistent throughout the term to secure adequate results.

"There has been a great improvement in the teaching of geography and the other branches of elementary science. The grasp of subject-matter is much more complete and thorough than formerly; and the presentation of the subject matter involves close observation, investigation and reasoning from known facts to a definite conclusion—revealing new facts.

"Literature and history are, in my opinion, not well taught. The teaching of literature is too mechanical and does not secure appreciation and enjoyment of literature selections. It is doubtful whether the type of teaching of literature observed will cultivate in the pupils a taste for the best in our standard works in literature, and induce them to read the best books appreciatively and with keen relish.

"History is rarely taught by the topical method. The aim is not clear as the matter is not well organized. The results are not definite—particularly in regard to training in citizenship.

"In the teaching of Grammar in Grades VII and VIII there is a sufficient number of inaccuracies on the part of the teacher to leave the wrong impression on the minds of the pupils. Tests reveal the fact that these wrong impressions have been made. Inaccurate and inadequate knowledge of grammar is one of the weak spots in the scholarship of our public school teachers."

INSPECTOR F. L. AYLESWORTH, Oyen.

"Taking a general survey of the work in the schools, the instruction in those districts where there is an experienced teacher is, as a rule, of good quality. This, however, cannot be said of the youthful, inexperienced teacher. A few of them average up pretty well, but more of them drop into the "fairly good" grade. In some instances their academic training is apparently defective, inasmuch as it is not unusual to note mistakes in spelling or errors in English in seat-work for classes which has been placed on the blackboard. Likewise it is not uncommon to hear slips in English while the teacher is questioning or words mispronounced in literature, history or geography. Apparently the smattering of grammar in Grades VII and VIII and the finishing touch in Grade IX is not sufficient to counteract the influence of the loose use of language which everywhere prevails. Judging from the remarks of young teachers and from my observation the Normal training does not appear to be very helpful in assisting a young teacher to take charge of her first ungraded school. On the other hand, these young teachers have as a rule plenty of animation and enthusiasm, and worry along in a kind of way until the inspector arrives to lend a helping hand."

INSPECTOR J. F. BOYCE, Bassano.

"The trend of teachers' equipment is considerably on the upgrade, while the permit and special authority teachers have entirely disappeared. I am continually urging those engaged in the work to improve their academic standing, and those who plan to continue teaching are in many cases endeavouring to do so by means of summer schools and extra-mural courses provided by different universities. The correspondence courses sent out by the University of Alberta are used to some extent, but teachers do not appear to be well acquainted with the fact that our own University provides such means of improving one's equipment without actually attending regular sessions at the University. It has occurred to me that this matter might be given some useful publicity, through the fall institutes and conventions, when possibly some member of the University might attend and outline the particulars of such courses.

"Regarding the quality of instruction being given, I do not hesitate to state that this is steadily improving, and a survey of the grading of teachers confirms this opinion. In the year 1924, of all the teachers inspected, 5 per cent. graded 'Excellent', 75 per cent. 'Good', and 20 per cent. 'Fairly Good.' In 1927, 20 per cent. graded 'Excellent', 65 per cent. 'Good', and 15 per cent. 'Fairly Good.'"

"Salaries—The prevailing wage has remained at \$1,000, although where work above that of Grade VIII is undertaken it is usual to find that an additional \$100 is offered. However, many boards in arranging for their teacher supply do not make the matter of salary the deciding factor, but aim to secure the services of the best teacher available. In one rural district I understand that the teacher is being paid at the rate of \$1,600 a year.

"No permit teachers were employed in this inspectorate during the year."

INSPECTOR J. A. MACGREGOR, High River.

"The equipment of the teachers in this inspectorate has been good. The number who have taken special work such as summer school courses is increasing. Frequently those with second class certificates have expressed a desire to raise their standing, and are working off their Grade XII subjects.

"The usual salary in the rural schools is \$1,000. There seems to be very little desire among the boards to reduce the present level of salaries."

INSPECTOR C. C. BREMNER, Macleod.

"The teachers are better equipped for their work than at any time in my experience. This is due, to a considerable extent, to the extended course of training now given at the Normal schools. After taking the eight months' course the teachers are inclined to remain longer in the profession. I find fewer changes from year to year, and the young teachers enter with the evident intention of remaining at least two or three years at the work.

"Very few teachers now come from Eastern Canada or Great Britain, and none from the United States. This removes the necessity of loss of time in getting teachers accustomed to Alberta methods and point of view.

"Comparatively few teachers who take schools in September change in January. By remaining the full year in the school the teacher has a chance to study the individual pupils and to observe the effect of her methods of treating pupils and subjects.

"The quality of instruction has, therefore, steadily improved and is becoming more uniform. Teachers have now become familiar with the Course of Studies, and have found it sufficiently elastic to permit of application to the local requirements of their district.

"During the year I graded 4.7 per cent. of the teachers 'Excellent', 64.2 per cent. 'Good', 23.2 per cent. 'Fairly Good', and 7.7 per cent. 'Fair.' None were graded lower.

"One thousand dollars has become the accepted salary for the rural school, and I heard of no teacher accepting less. Where the teacher's services prove satisfactory the Board generally advances the salary to \$1,100 at the end of the first year and \$1,200 at the end of the second year. Only an exceptional rural board goes higher.

"The graded schools are able to pick the best teachers at \$1,200, for they can offer better living and working conditions than the rural schools can. In the latter the problem of securing desirable boarding houses still remains. The teacherage solves the problem in some cases, but of course the young teacher does not care to live alone.

"No permits were issued to teachers in this inspectorate during the year 1927, as qualified teachers were available even when vacancies occurred in the middle of a term."

INSPECTOR J. MORGAN, Lethbridge.

"During the present year it has been found possible to secure teachers for vacancies within a very short time. In no case has it been necessary to employ a teacher who has not had Normal school training. In this connection it is very gratifying to report that this is the third successive year during which no permit teacher has found employment in the inspectorate. It must be remembered, however, that owing to the conditions by which so many of the rural schools do not operate for the

full year, many of the teachers are just out of Normal school or else have had but little experience. Great credit must be given to those teachers who remain in this locality year after year working under these conditions.

"Judging from results obtained the teaching is of as high a standard as it is in any other part of the province. Both in inspection and in examinations the pupils in the schools, rural, village and city, make a very creditable showing in their work. Judging from enquiries and from conversations with parents in the districts, greater interest is shown in the schools and more confidence is shown towards the value of the work done for the children in the schools.

In general the great number of experienced teachers fall within the group marked 'Good.' The greater number of the teachers in charge of schools for the first time are graded 'Fairly Good', usually on account of lack of maturity in and finish to the work accomplished, rather than on account of weakness in method or scholarship. The selection accomplished by the departmental examinations and by the examinations at the Normal school appear to weed out those whose abilities and temperament unfit them for the class-room.

"It is gratifying to note the appearance in the schools of a group, small as it is, of young men and young women who have selected teaching as their regular vocation. Such teachers are alert and interested, ready at all times to profit by advice or by example. It is unfortunate that such teachers cannot be paid a sufficient salary to hold them in public school work; as it is, the work of the secondary schools possesses such attractions—specialization in subject-matter, higher salary, professional companionship, and the social advantages of town and city life—that they are lured from the work of the primary school where this professional attitude and the feeling of permanence are so essential. It is quite possible that this class of teacher will increase in numbers in primary school work once the demands of the secondary school are satisfied."

INSPECTOR F. S. CARR, Medicine Hat.

"The academic equipment of teachers now being sent out from the Normal schools is uniformly good, and the supply is satisfactory. However, a weakness is evident in the ordinary teachers fresh from Normal. They lack, in marked degree, the ability to combat the problems of the ungraded school, and in several cases seem mystified and baffled at the situation which confronts them. Their course in Normal has not warned them of the difficulties of teaching an ungraded school, nor has it developed the ability to solve their problems.

"The quality of instruction is generally satisfactory. The teachers, almost without exception, are earnest and sincere in their efforts, and have a high regard for their function in the community.

"In class teaching the most effective work is probably being done in Arithmetic, History and Geography. Good attention is being paid to composition both written and oral, although this subject seems generally weak in the rural schools under my charge. Possibly hygiene and citizenship receive the least attention. Rapid calculation is receiving belated recognition, but it is unusual to find silent reading receiving the attention which it merits.

"The inspectorate is rural and salaries are low. As a result a large proportion of the teachers are beginners. As a consequence of this inexperience they are frequently weak in organization, and show lack of ability in questioning and in making assignments. Another weakness which I have found in so many beginners that I feel it to be worth comment, is their lack of ability in aiding the students in retention of information in the content subjects, where memory plays a large part and frequent reviews are necessary."

INSPECTOR G. M. DUNLOP, Foremost.

OPERATION OF SCHOOLS

As indicated in an earlier section of this report, there has been a very marked increase in the number of schools which have operated for a minimum of eight months during the year. The increase in this respect amounted to 20 per cent.; that is, 90 per cent. of all schools operated for 160 days or more during 1927, as against 75 per cent. for a like period during the preceding year.

A number of influences were at work to bring about this improvement. The additional Government grant paid to districts having low assessed valuations was the chief factor. Economic conditions throughout the province have shown decided improvement, and this has resulted in an easier and a more generous financing of schools. As a further result there has been a corresponding reduction in the amount of Government assistance of a direct kind, in the way of loans and special grants to protect the operation of schools. The comments which follow will indicate the condition of operation as it prevailed throughout the year in the several inspectorates:

"During 1927 more schools were in operation than in any previous year. A number of agencies have brought about this improvement—

"1. The extra Government grant for low assessment districts, the effect of which is now fully understood.

"2. The action of the Department of Municipal Affairs in enforcing The Tax Recovery Act for arrears of taxes.

"3. The action of the Department of the Interior in compelling settlers, who had carried out the required improvements, to secure title to their land, whereby it is brought under the scope of The Tax Recovery Act.

"4. The adoption of a policy by the Soldiers' Settlement Board to have payments on Soldier Settlers' land applied on taxes."

INSPECTOR L. B. YULE, Grande Prairie.

"In the Onoway inspectorate non-operation can be attributed either to insufficient funds or insufficient children. I know of no case where it is due to indifference or lack of interest in the children's educational welfare. Districts that have the funds and have the children, operate their schools for the full school year.

"The amendment to The Grants Act whereby it became possible for districts with relatively low assessments to draw more heavily upon Government assistance against the cost of operation has been an incentive to many boards to keep their schools open for at least eight months. It has enabled them to hold taxation within reasonable limits, and yet provide very considerably extended educational opportunities for the children. The period of operation in all poorer districts has been lengthened, as a result, from approximately six to eight months. This I consider is very satisfactory."

INSPECTOR J. H. HUTCHISON, Onoway.

"The graded schools, both rural and urban, begin operation at the first of the June term and operate regularly throughout the year. Of the rural ungraded school, two-thirds maintain regular terms of school and the remainder reopen from February 1st to the first week in May, as follows: Reopened in February, 8; reopened in March, 15; reopened in April, 14; reopened in May, 11; total, 48.

"The irregularity of operation on the part of these forty-eight units is the outstanding weakness of the inspectorate and the most difficult situation to correct. Parental indifference to the urgency of regular instruction for their children and the prevailing opinion that schools cannot be operated successfully during January and February, account to a very large degree for the short term or 'summer' schools. Since the special

grants have come into force it is possible to finance the full ten months of instruction with the exception of ten units in the newer and sparsely settled areas.

"Five rural districts operated jointly with adjoining units as provided for under Section 208 of The School Act, and a good average of attendance maintained. In each case the number of children of school age is six and under, and a better type of instruction is received than if a local school was maintained. No transportation facilities are employed."

INSPECTOR J. J. LEBLANC, Westlock.

"Nearly all schools were in operation as full time schools. There are a few outlying districts where there are not many pupils at best and where many of these are small and have considerable distances to go to school, where the term of operation has been shortened somewhat."

INSPECTOR J. C. BUTCHART, Coronation.

"The grants now given by the Department have helped the poorer districts very materially. The greatest difficulty at present is the obtaining of teachers who are willing to remain for reasonable periods in remote districts where salaries cannot be paid each month and where living conditions are not very enticing. The northwestern part of the district has a number of schools of this nature, and the problem of supplying teachers is an ever-recurring one. If taken at all, these schools are manned by Normal graduates, who accept them in the intermission between the month of June and the opening of better schools in September.

"The number of schools operating throughout the year shows a slight increase."

INSPECTOR X. P. CRISPO, St. Paul.

"Judging from my experience over a period of nearly five years in connection with agreements for joint operation of schools, and in financing abandoned districts, I feel convinced that under certain conditions it will not only be unnecessary to advance further loans to my schools, but the country itself by careful handling will be able to run its schools without Government loans and gradually clear off all its obligations. There may be isolated cases where a school may require a loan from time to time, but the territory itself can, I think, prove itself self-supporting."

INSPECTOR J. F. BOYCE, Bassano.

"During the year 1927 thirty-three teachers were placed by me in the schools of the Oyen inspectorate—an increase of ten over the number placed in 1926.

"There is a growing tendency for rural boards—and village and town boards as well—to depend upon the inspector to provide a teacher for them. The responsibility for locating a good teacher is thus placed upon the inspector, and the local boards are relieved of considerable trouble and worry incident to advertising, reading of applications, and the selection of teachers more or less at random.

"The granting of loans by the Government for operation in 1927 was reduced to a very encouraging minimum. It was necessary to investigate the finances of only four districts during this year, as compared with twenty-three investigated in 1926. Loans were granted to two districts only. Six districts were given loans in 1926. The amount of loans granted in 1927 was \$668.00. This is a very substantial reduction in the amounts granted in former years. An improvement in financial conditions in the Oyen inspectorate is thus clearly indicated.

"Another encouraging feature in operation of schools during 1927 was the opening of five schools, under their own teachers, that have operated under Section 208 of The School Act for the past four years."

INSPECTOR F. L. AYLESWORTH, Oyen.

"In 1926 an Act was passed giving an increased grant to districts whose assessed value was below \$75,000. This Act has been very helpful in districts in this dry area where land values and tax-paying abilities are low, and I consider the increased grants much better than loans. The

money is paid as a matter of right and not as a favor, and this helps the boards to maintain their self-respect."

INSPECTOR J. MORGAN, Lethbridge.

"As in previous years considerable difficulty was met with in planning and securing a type of operation that would suit the educational needs with a minimum of inconvenience in sparsely settled districts. A great deal of time has been used in meeting parents and boards and in arranging for school operation in areas where this problem occurs. In most cases the difficulty has been overcome by operating several districts under Section 208; in most cases the cost of operation has been met by bearing the cost either pro rata or on a straight charge fair to each district—it has not been found satisfactory to pay the cost according to the attendance from each district. In a few cases it has been found advisable to move the school or to use some building accessible to the districts concerned. In very few cases where children live in organized districts have the children been without opportunity for education.

"In my opinion some form of library grant should be paid from year to year. In those districts where financing the operation of the school is always a serious matter, very frequently no provision is made or considered for such expenditure as the library. The result is that there are no books suitable for the younger children—in fact, it is the rule to find in schools a grave need for supplementary readers. A grant to supply this need, made only for this use and only on recommendation, would be of great use to assist the work of the teacher.

"But little use has been made this year of loans to districts. The teachers' grant has enabled districts to carry on by their own efforts; it has established a feeling of self-reliance that was being undermined by the use of the loan. The fact that the school earns this grant, which depends on the tax-paying ability of the district, reacts favorably on the mind of the average taxpayer, who sees the fairness of such a method of financing the school."

INSPECTOR F. S. CARR, Medicine Hat.

"I have recommended five loans during the autumn of 1927, and there is every prospect that others will have to be granted during the remainder of the winter, if the schools are to be kept open. While this is a very disappointing situation, I feel that it is only temporary, and that when the threshing is completed many of these loans will be paid off at once.

"The effect of granting these loans has been, in every case, to enable districts to operate when, without aid, they would have had to close their schools and discontinue the education of their children. The loans have been carefully considered in each case, and recommended only when the school population in a district was large enough to justify continuance of operation, and when it would have been impracticable to co-operate with other districts."

INSPECTOR G. M. DUNLOP, Foremost.

"In the High River inspectorate there is no problem in securing the operation of the district school. School boards realize their responsibility in this connection and make all necessary arrangements without any outside influence being brought to bear. Of course, the splendid crops which this district has produced during the last five years, and the consequent effect on the finances of the districts, makes the financing of the school an easy matter, compared to the problem faced by school boards in less favoured areas."

INSPECTOR J. A. MACGREGOR, High River.

"No special grants were required for operation of schools in this inspectorate in 1927. There is little or no distress experienced by school boards in this inspectorate in meeting their current obligations, while, at the same time, such districts as have encumbrances are steadily reducing such owing to the favorable crop conditions generally prevailing. Several new buildings of modern type have been erected, and other im-

provements are contemplated presently, testifying to an optimistic outlook in general school financing."

INSPECTOR J. W. RUSSELL, Camrose.

"With a few exceptions, all the schools of this division operate throughout the year. Two or three in the outlying parts operated for a varying period of eight months up. This is due to various causes, chiefly bad roads, scarcity of funds and a certain amount of carelessness. I am glad to say, however, that so far as this inspectorate is concerned the extra grant has practically eliminated the financial problem."

INSPECTOR R. H. LIGGETT, Olds.

SCHOOL ATTENDANCE

The final procedure in the enforcement of The Attendance Act is in the hands of the inspectors, except in the larger centres where boards appoint their own truancy officers. The initial steps in dealing with any particular case are taken by the teacher and the Attendance Branch of the Department of Education; but, in practically every case, the follow-up has to be done by the inspector. Pressure of work and the necessity of careful planning of work prevents the completion of every case that is referred to the inspector, but, by discussions with the teachers and parents during his inspection visits, he is able to bring the necessity of compliance with the provisions of the Act before those concerned, and it is necessary in only a few cases to resort to the magistrate's court.

The inspectors' reports indicate that there was a general improvement in attendance throughout the province, conditioned to some extent by the threatened epidemic in September, the retarded seeding and harvest, and the bad roads.

"There was a very noticeable increase in school population. This increase was so great in some districts that the accommodation was not adequate. On account of the late spring season and the unusual weather conditions during the summer and fall seasons, the percentage of attendance was somewhat below the average. There was comparatively little difficulty from non-attendance, and in only a few cases was it necessary to make personal investigations."

INSPECTOR L. B. YULE, Grande Prairie.

"The best regularity of attendance is maintained outside of the seeding and harvest periods. During the fall term the epidemic of infantile paralysis was responsible for the closing of a large number of schools and lowered the attendance in the others. No court proceedings were instituted during the year, but in so far as time would permit homes were visited, and as a result of the interview the children returned to school. The rural teacher who establishes close contact with the home conditions can, by an occasional visit to the homes, do a great deal to stimulate the co-operation of the parents in maintaining a successful school and enlisting the regular attendance of the children. On the other hand, some teachers confine their activities to the class-room alone, and in the case of the non-attendance of the pupils can give very little helpful information as to the reasons why the children are kept at home."

INSPECTOR J. J. LEBLANC, Westlock.

"I have made a point of visiting, whenever possible, the homes of children to which warning notices have been sent, and have found that in many cases these visits made prosecutions unnecessary. In several cases the distances to be travelled to reach school were so great that it was impossible for the younger children to walk to school, and the parents were unable to provide means to convey them. In other instances

poverty prevented the parents providing the necessary clothing to protect the children from the rain and cold."

INSPECTOR J. A. FIFE, Edmonton Rural.

"The long distances children have to travel to school, the abandoned nature of the country in the dry area, the widespread expanse of the inspectorate and at times extremely unfavorable weather renders it difficult and in some cases undesirable to attempt to enforce The Attendance Act. My chief effort, therefore, has been discussing with the teacher the best thing to do in connection with attendance cases which occasionally come to my attention."

INSPECTOR J. F. BOYCE, Bassano.

"In the fall the weather did not permit continuous work, so pupils were kept out to help to save the crop when weather was fine. This was even more noticeable where sugar beets formed part of the harvest. Teachers reported irregularity as in duty bound, and the Department wrote the parents. In most cases this was sufficient, but in a few cases 5-day notices were sent. I investigated in a number of cases, but in no case did I feel that prosecution was advisable or necessary."

INSPECTOR J. MORGAN, Lethbridge.

"Throughout the country there is a better attitude developing towards school attendance. The parents themselves are beginning to realize that if these children are going to take their proper place in the Dominion, training such as is given in the schools is necessary; in quite a number of cases parents of children who show ability in school attainments (and these men come from the New Canadian schools) have expressed themselves in this manner, indicating their sense of responsibility for leadership development for the next generation. School boards show a desire to operate schools for longer periods and to have better attendance at the school. In my opinion during the last few years the sentiment towards public school education has become very favorable, and we may look for considerable improvement both in attendance and in attainment."

INSPECTOR F. S. CARR, Medicine Hat.

"In view of the smaller number of cases referred to me by the Chief Attendance Officer for investigation, and from my own observation when visiting schools, I am convinced that the regularity of attendance is steadily improving. Compared to a number of years ago, there is no doubt but that the number of instances of gross negligence on the part of parents in seeing that their children attend school regularly is gradually decreasing. I do feel, however, that some parents are too ready to secure exemption certificates under Section 6 of The School Attendance Act and, furthermore, are of the opinion that this section of the Act works automatically. Teachers should be instructed to insist that such applications for exemption be made strictly in accordance with the Act and to refuse the request unless absolutely satisfied that the child is required at home for the specified reasons."

INSPECTOR J. A. MACGREGOR, High River.

ADVANCED INSTRUCTION

The year 1927 saw an increased demand for instruction in the work of the High School grades. There are at present several well defined types of schools giving this instruction. These are the secondary schools in the larger cities and towns, in which special teachers are provided for all subjects on the High School curriculum, and in which only one grade is handled at one time by a teacher. There are the smaller town and village schools where there may be two teachers in charge of the four High School grades. Then again we have the two-room rural, village, and consolidated schools in which the senior teacher is in charge of three

High School grades and probably two or three Public School grades in addition. Then there is the Rural High School, which is a comparatively new institution in the province, and which provides instruction in Grade VIII and the first three High School grades. This type of school is increasing in popularity and in numbers, and the inspectors' reports indicate that several more may be put into operation in 1928. There was an increased demand for High School instruction in the rural school unit during 1927. The inspectors, however, are practically unanimous that advanced work cannot be carried on to good advantage in a school of six or eight grades in charge of a teacher who may or may not have the necessary equipment in experience and training. There is a fair number of rural schools undoubtedly doing good work in advanced instruction, and thereby giving rural children an opportunity of gaining a fairly satisfactory grounding in senior work, of which they might easily be deprived through inability to attend High School in a larger centre; but, on the whole, the one-room rural school can never be recognized as a satisfactory means of affording secondary education for the children of rural communities.

Equalization of opportunity in High School instruction offers one of the biggest problems in the educational advancement of the province. The present disparity in opportunity is most apparent in those communities which are not within daily reach of some graded High School. In other words, too many rural children are being deprived of an opportunity of acquiring what is as much their due as it is of the more fortunate ones in the town or city. If time were no object, we might wait till the rural population had become educated to the advantages of the Rural High School; but that would be a long process. In order, therefore, to provide just and equal opportunities for all, some new method must be devised, and it would appear that, as the smallness of the rural unit and its consequent inability to provide the necessary funds are the chief difficulties, the converse problem, namely, the provision of larger areas, must be faced and solved.

The following extracts give a general idea of what is being done in advanced work in the province in schools other than those in charge of the High School inspectors:

"I have been led to question the judgment of an inspector giving his consent to high school work being done in any school having eight public school grades. It is worthy of note, also, that of those doing high school work in these schools five were recent Normal school graduates in charge of their first schools. In other words, over thirty per cent. of the teachers in these schools were inexperienced Normal school graduates. The Normal schools will have to take cognizance of the fact that a very considerable percentage of their students are going to be required to teach Grade IX, and that they should equip them accordingly.

"We submit that no teacher can teach and do justice to the number of grades found in the upper rooms of the Whitecourt, Rochfort, Luscar and Mountain Park schools. The number of subjects involved and their range is bewildering, the task of presenting them all is tremendous, and the demand upon the teacher's resources is so constant and unvarying that I have often wondered after a half-day spent in such a room how the teacher can stand up under it week after week and carry on to the end of the term with such amazing fortitude. At the end of such a strenuous and exhausting day, it is scarcely to be expected that a teacher will have either much energy or much inclination left for preparation for

the following day. Yet these teachers do prepare—not all subjects, for that is impossible, but some of them. In my inspection of such rooms, the fact that a teacher is not fully prepared has not been made to count heavily against him.”

INSPECTOR J. H. HUTCHISON, Onoway.

“A large number of the rural schools are still without available High School facilities, and in order to assure advanced service to pupils who have completed the full public school course, authorization to conduct the work of Grade IX was issued to twenty-four ungraded schools. This represents an increase of ten units over the preceding year. While every effort is put forth to prevent the neglect of the junior grades for this extended service, I regret to have to report that in several instances the attention given Grade IX has been excessively out of proportion to the teaching periods devoted to each of the other grades. Until regular village, consolidated or rural high schools can be brought within easy access of the country boys and girls who have completed the work of Grade VIII, the present system will have to be continued, but in fairness to the pupils in the public school grades the advanced instruction will have to be imparted, in the main, outside of the regular teaching hours. The great majority of the pupils are enrolled in regular high school centres after the initial year of this advanced instruction.”

INSPECTOR J. J. LEBLANC, Westlock.

“In a few centres of the inspectorate the ratepayers are becoming interested in the rural high schools. I am of the opinion that the establishment of these schools at suitable centres would relieve the one-roomed rural schools of an undesirable burden and give them an opportunity to devote their energies to the sphere of activities which is essentially theirs.

“In the inspectorate there are twenty two-roomed rural schools. The grading possible in these schools gives the boards an opportunity of selecting teachers specially qualified for the junior or senior grades as the case may be. This results in a better type of teaching in both rooms and affords the opportunity of taking some high school classes in the senior room.”

INSPECTOR J. A. FIFE, Edmonton Rural.

“The problem is rapidly growing out of the control of the present method of authorization, and the inspector is sometimes placed in the unenviable position of choosing the lesser of two evils.

“While I do not wish to decry high school opportunities to rural students, the problem is automatically approaching the situation when it will become a menace to the public school.

“In order to attain any success with high school pupils, more time must be devoted to them than the teacher can afford, with the result that other grades must suffer.

“The teacher’s standing in the eyes of the board and community is often dependent upon pupil results in Departmental examinations. The result is obvious.

“I am convinced that the municipal unit for organization and administration will most adequately cope with the high school problem in the rural schools.”

INSPECTOR W. H. EDWARDS, Wainwright.

“There are three consolidated districts in this inspectorate. One of them is really a union of two districts with a one-room school; one has two teachers; and one, Consort, has four teachers, one of whom gives to high school work. Transportation is provided for rural pupils, and it gives them an equal opportunity with town pupils to secure high school training. It is a very satisfactory school indeed.”

INSPECTOR J. C. BUTCHART, Coronation.

“Two-roomed schools are beginning to show results. Four two-roomed schools were added this year through the efficient help of the Department. In all, six of these schools are doing work which ranges

from Grade IX to partial XI, and there is an ever-growing interest shown in such schools by the ratepayers of the surrounding districts. The work in all grades shows a decided improvement, and these schools in efficiency far out-do the ordinary one-roomed school."

INSPECTOR X. P. CRISPO, St. Paul.

"The number of ungraded schools that are not giving instruction in the work of Grade VIII or in High School work are now considerably in the minority. Of the schools visited, 30 per cent. are giving High School and 55 per cent. Grade VIII instruction at the present time. There is no doubt that the inspirational and the economic values of this work are very great in the ungraded school, and in the greater number of schools every encouragement should be given advanced instruction. On the other hand, I have found a number of schools in which High School work is being taught to the disadvantage of the junior grades. So many factors enter into the question that it often presents a very knotty problem for the inspector to come to a decision whether or not to authorize the carrying on of High School work in a graded school. Personal feelings and local prejudices so often enter into this matter that it would be well if we had an official general ruling regarding the number of grades and the number of pupils, to be used as a basis for decisions in particular cases."

INSPECTOR JOHN SCOFFIELD, Wetaskiwin.

"Forty, or one-third of the rural schools in the Red Deer inspectorate, gave instruction in the work of Grade IX and nine in that of Grade X. The results varied as the factors which make for success or failure of senior work in rural schools were present or absent. If the school was a light one, the teacher sufficiently well equipped, and the senior pupils self-reliant and able to work with comparatively little assistance, the work was relatively well done. The subjects which I generally used in testing Grade IX were Algebra, Geometry, History and General Science. Of these I usually found Algebra to be well done, which I attribute to its connection to Arithmetic and the fact that there is a definite and logical text-book. There was weakness in Geometry, due to its being an entirely new subject. History was generally poorly done, because, although the text-book is easily read, it does not stress the essentials. General Science was only fairly well mastered, probably also on account of the text-book. As a proof of the weakness of the texts in History and General Science, I found both teachers and pupils making use of the teachers' aids which have become so common in late years."

"The work in the town and village schools in the Red Deer inspectorate was carried on with great success in 1927. In Red Deer, Lacombe, and Nordegg, the three towns, there are well organized systems and the standard of work accomplished compares favorably with that in the larger cities. In the village of Rocky Mountain House there is an excellent five-room school, modern, well equipped and efficiently staffed. In the seven other village schools efficient work was done. I cannot speak too highly of the untiring efforts and persistent industry of the teachers in these latter schools. They often have forty or more pupils in five or six grades, sometimes including Grade IX and their task is no light one."

INSPECTOR A. R. GIBSON, Red Deer.

"It is too true this high school work takes time from the lower grades (as does Grade VIII), and with some teachers an unjustified proportion of their time as this grade is going up for Government examinations and the results are very definite and mathematical; whereas the standing of the lower grades is very indefinite; hence not fully realized."

INSPECTOR P. H. THIBAUDEAU, Stettler.

"During the years of unfavorable crop conditions in this part of the province, I hesitated to refuse authority to rural schools to give instruction in High School work. Such refusal of authority might have led to the withdrawal from school of many bright young people whose parents could not finance a course for them in High School.

"Though candidates for the High School Departmental Examinations from rural schools have doubtless been fairly successful, it can scarcely be denied that the grounding they are getting in several of the High School subjects is not at all accurate nor thorough."

INSPECTOR F. L. AYLESWORTH, Oyen.

"Thirty-six per cent. of the ungraded schools are doing work above Grade VIII. In one rural school Grade XI was attempted, but with poor results. The more I see of High School work in rural schools the more I am convinced that it cannot be done with any degree of efficiency. There is an increasing demand for instruction beyond Grade VIII, and I welcome it, but at the same time the one-room school(rural) is not the place to give this instruction. We have the machinery in the Rural High School to take care of this advanced work in rural districts, but it is most difficult to get the ratepayers to see the wisdom of such a school. I have done considerable work this year, in different parts of the inspectorate, on the Rural High School. The majority of people agree that it is a solution to the problem of providing secondary education for students in rural districts, but when it comes to the financing of the proposition it presents too great a difficulty, or at least the majority of the ratepayers think it does."

INSPECTOR G. K. HAVERSTOCK, Hanna.

"The schools in Drumheller and Hanna have well defined grades and do work equal to any in the province. Craigmyle and Youngstown produce good results. The efficiency of these schools can be ascribed to the excellent work of the principals, who have been in charge for the last four years. The retaining of the same principal year after year makes for efficiency and continuity of work.

"The type of work in the senior rooms of Rosedale, Munson and Morrin is very commendable. The class-room with one or two of the senior grades of the public school and two or three grades of the high schools, calls for a teacher with more than ordinary ability. While the student may not receive as expert teaching in all subjects as he does in the larger schools, he receives a training in self-reliance and the power to do things for himself that makes up for a lack of better teaching. The percentage of successful students at the Departmental Examinations compares well with the results of the larger schools."

INSPECTOR G. H. HAVERSTOCK, Hanna.

"Each year I find the number of rural schools doing High School work increases. This is encouraging in so far as it shows that the rural schools are now preparing pupils to complete Grade VIII work, whereas in years gone by only a few schools accomplished this.

"It is regrettable that these High School pupils cannot all attend graded schools where they could get expert training without encroaching on the time that rightfully belongs to Grades I-VIII.

"To close the rural schools to higher grades would deprive capable and ambitious pupils of opportunity to make further progress in many cases. Teachers realize this and do their best as a rule, and I have been pleasantly surprised in many cases to see how well they have handled a difficult situation.

"I have five consolidated schools with a staff of three or more teachers. These have all been in charge of capable, energetic teachers, and they have done good work in Grades IX, X, XI, in addition to the public school grades. They have been outstanding centres for higher education in their localities."

INSPECTOR J. MORGAN, Lethbridge.

"It is gratifying to note the progress made in the inspectorate from year to year. One indication of progress is the stage reached by the children in the schools when the time comes for them to leave school. During the year 1927 it was noted that many districts had pupils prepared to write on the Grade VIII examinations and other pupils whose ambition was to do the same. In many schools this was the first Grade

VIII class ever prepared for this examination. Take one example from the many: in the Polish settlement south of Jenner are two Polish districts; each school had a fine Grade VIII write on the examinations; in each school a very satisfactory percentage were successful; this term, in both schools, Grade IX work is being carried on. This condition is not at all exceptional, but is found in every section of the inspectorate in the ungraded schools."

INSPECTOR F. S. CARR, Medicine Hat.

"It is a great pleasure to report on the excellent work that is being done in the consolidated schools at Nanton, Parkland, Champion, and Arrowwood. The buildings and equipment are splendid and instruction is given up to and including Grade XI, while at Nanton Grade XII was introduced at the beginning of the fall term. As far as these districts are concerned, the problem of a high school education for all boys and girls on the farm is completely solved.

"In all of the town and village schools there appears to be a steady growth and advancement. Additional rooms were added at High River, Nanton, and Vulcan. It is the usual thing now to find young men and women, graduates of these town schools, teaching the rural schools in the neighborhood of their home towns."

INSPECTOR J. A. MACGREGOR, High River.

"Advanced instruction was given in thirty-two ungraded schools of this inspectorate, which is about the same number as in the past few years. Of these, twenty-seven gave Grade IX work, three Grade X, and two gave both Grade IX and X instruction. In quite a number of other schools where the enrolment was large or the rating of the school below average, or where the teacher was inexperienced, I advised against the teaching of this work, with the result that in the most of the schools where this instruction was authorized the results which are being obtained are as satisfactory as can be expected. Of course it would not be reasonable to look for a high standard of proficiency with respect to Grade IX and X students in ungraded schools. These schools with their many grades, their beginning classes and their lack of primary helps and library facilities generally, offer sufficient difficulty to require the best efforts of the average teacher. There is little wonder, then, that Grade IX pupils in rural schools generally lack an assured and accurate grasp of their work when the difficulties of teaching Grade IX subjects under such conditions are considered, i.e., insufficient time to instruct the pupils in the fundamental principles and relationships of the various subjects, the majority of which are new to them; the extent and scope of the subject matter in the different units requiring that much of the material to be learned without the teacher's assistance or supervision; the impossibility of combining this class in teaching periods with any of the public school grades and the frequent lack in the teachers of a comprehensive, well-organized and ready knowledge of subject-matter, since they, not unnaturally, regard the public school work as their chief responsibility and do not endeavor to teach this grade with the same care and thoroughness as the grades of the elementary school."

INSPECTOR F. G. BUCHANAN, Calgary Rural.

"Within recent years a very large number of rural school candidates have offered for the departmental Grade VIII examinations. While many candidates have failed, due largely to immature judgment of teachers in promotion, or to pressure from over-expectant parents, the number of successful candidates applying for High School facilities has steadily increased, and has assumed serious aspects. The application for High School work to be taken in rural schools has increased to an alarming extent, since recognized High School centres are forced to reject applications in large numbers because of inadequate accommodation and insufficiency of school fees for such convenience. In the great majority of rural schools the teacher's time should be, and must be, devoted to Grades I-VIII. To authorize work above Grade VIII in these schools is a serious undertaking. And yet the urgency is so great and the demand so insistent that authorization for this work, where the school enrolment is

favorable and the qualifications of teachers are such as to warrant it, can scarcely be denied.

"One of the great problems clamoring for solution today is the adequate provision of High School facilities for rural pupils. Our present legislation governing two-room schools, consolidated schools, Rural High schools and High schools, assists, but does not effect, a solution of the problem, either as regards accommodation or fees. It would appear that this question will force the merging of the many individual rural schools, two-room schools and consolidated schools into school districts of municipal pretensions charged with the provision and support of rural and high school facilities within their bounds.

"In these two-room schools provision is made for High School work in Grades IX and X for local pupils, and for such additional outside pupils as may offer, convenience of accommodation governing the enrolment. In the senior room in all of these schools there are associated with Grade IX and X pupils, those ranking from Grade VI to Grade VIII. While the teachers of these senior rooms in these schools are assuming the impossible task of adequately teaching Grades VI-X, and assuming Principalship responsibility as well, their zeal, and enterprise and devotion are of first quality. But whatever success attends their efforts as measured by departmental examinations, these teachers are well aware that much work that they ought to do cannot be done. While, therefore, such schools, from the very nature of things, are not serving their communities adequately because of serious limitations, they are, in so far as it is possible, rendering valuable assistance to rural pupils aspiring to High School privileges and responsibilities."

INSPECTOR J. W. RUSSELL, Camrose.

"The two-room school, made possible by liberal Government aid, is the most promising advance of the time. As evidence, I mention that in eighteen two-room schools now operating in non-English districts of this inspectorate the average enrolment in the junior rooms is over forty; in one place it is fifty-seven. Only three of these rooms include Grade IV. Two senior rooms include Grade III classes. The great majority of the pupils are in the primary grades, and hence the senior rooms must assume the burden of the greatest number of grades, the enrolment in advanced classes being small."

INSPECTOR G. L. WILSON, Lamont.

"In many ungraded schools work beyond Grade VIII is being taken. I should judge the number to be about the same as it was last year. That is, 60 per cent. of the ungraded schools are taking high school work in this inspectorate."

INSPECTOR W. J. McLEAN, Trochu.

"As far as I have been able to ascertain, the number of ungraded schools giving advanced instruction is considerably smaller this year than it was in 1926. An appreciable number of districts that undertook it last year refused to do so this year. There is a growing realization among the trustees and people that in too many cases the efficiency of the school is decreased, and that the younger children suffer as a result. Teachers frequently feel that as the Grade IX writes departmental examinations they will be judged largely by the showing made by the Grade IX pupils, and this leads them to devote an unduly large portion of the time to that grade."

INSPECTOR C. C. BREMNER, Macleod.

OFFICIAL TRUSTEESHIPS

Decentralization is at present one key-note of school administration in our province. Locally elected boards have practically complete charge of the affairs of their respective districts. It is sometimes found necessary, however, for one reason or another, to provide an official administrator for a rural district, and in nearly all cases the Minister of Education appoints the local inspector as offi-

cial trustee. In some inspectorates this increases the work of the inspector to a very great extent; in practically every case an improvement in the administration and financing of the districts thus taken over follows closely on the appointment. So much is this true that it is no uncommon thing for districts, in which there may be no immediate difficulties, to ask to be put under the control of an official trustee.

The following excerpts give an idea of the nature and magnitude of the work:

"During the past year six districts were administered by myself as official trustee. In one case it has been necessary to act as secretary-treasurer. These districts are very widely scattered, one being 290 miles and another 450 miles from my centre at Grande Prairie, and of course entail a considerable amount of extra work. Three of these districts present difficult problems, and although conditions have improved during the past year they will have to be administered indefinitely."

INSPECTOR L. B. YULE, Grande Prairie.

"At present there are twenty-three districts under my administration as official trustee. Four of these are in active operation throughout the year. One of them is a consolidated district with four van-routes and two teachers. Eight of them are under agreement for joint operation and the remainder, having no children, are quiescent. As a rule, when an official trustee is appointed, there is something radically wrong in the district and it may take from a few weeks to one or two years to get all the matters involved adjusted. As may be seen by my statistical report over two months (to be accurate, fifty-six days) were required to carry on these necessary extra duties."

INSPECTOR J. F. BOYCE, Bassano.

"I have under my jurisdiction as official trustee eleven school districts, one of which is in the Hanna inspectorate. Two of these districts are dormant. In one district no one at all resides, in the other there are no children of school age.

"Four of the districts under an official trustee operated schools under teachers in 1927. Two of them enjoyed 7½ and 9 months' school respectively. The other two, owing to untoward circumstances, operated only five months each."

INSPECTOR F. L. AYLESWORTH, Oyen.

"During the past year I held five official trusteeships. Three of these were not operating schools, and therefore did not require much attention, other than to make provision for operation under Section 208. The other two were operating schools and required more time than I had to spare. In both cases it seemed the only solution to a difficult situation. The Bingo S.D. No. 2926 came under an official trustee because there were no resident ratepayers willing to serve as trustees. Had it been possible to secure an efficient secretary-treasurer in the district the work would not have been so heavy. I was fortunate in securing a good teacher, and as a result the Grade VIII pupil won the Governor-General's medal for the Hanna inspectorate."

INSPECTOR G. K. HAVERSTOCK, Hanna.

"I am an official trustee for twenty-two districts. Eleven of these are Hutterite districts, where no ratepayers are qualified to act as trustee, and the district must be handled for some years to come by a man appointed by the Department. These schools all operated during the full school year, and in only one case have I a note in the Bank at the close of the year. A few years ago nearly all the pupils in these schools were in Grades I-V. Now most of the schools have a Grade VIII, and two are doing Grade IX work.

"Eight of my official trustee districts have been depleted in population owing to dry years. The few children remaining have been provided

for educationally in adjoining districts under Section 208. In nearly every case it has been difficult to collect enough money to meet the small expenditure and to reduce the outstanding indebtedness. However, the last three months brought a decided improvement."

INSPECTOR J. MORGAN, Lethbridge.

"Several factors tend to make this phase of the inspector's duties very heavy: the scanty population in many areas; the problem of financing during the dry areas and the difficulties to be met with in joint operation. So serious have been the problems in financing that it has been necessary to take over the duties of secretary-treasurer in six districts so that the expenditure might be reduced to the minimum. The districts during the year administered at one time reached the number of twenty-seven, a number sufficiently large to add greatly to the work of inspection. It is quite possible that if 1928 lives up to our expectations many of these districts will be placed under the administration of a local trustee board."

INSPECTOR F. S. CARR, Medicine Hat.

"I have seven official trusteeships at the present time, three of which are Hutterite districts, one a Mennonite district whose ratepayers came from Southern Russia a couple of years ago, and the three others are English-speaking districts where internal conditions made the administration of their school affairs by an official trustee advisable. I act as secretary-treasurer of two of these districts, but in the others I have engaged a competent secretary-treasurer who assumes most of the responsibility for the well-being of the districts. There has not been as much extra work in connection with these districts as in previous years."

INSPECTOR F. G. BUCHANAN, Calgary Rural.

FAIRS, CONVENTIONS, ETC.

The year 1927 was an unfortunate one for school fairs. The threatened epidemic of infantile paralysis in September caused many school fairs in the central part of the province to be abandoned. Then too, weather during that month was so unsettled that others had to be postponed, and in some cases cancelled. It is worthy of note, however, that where the fairs were held, a creditable degree of interest was manifested, and the standard of the exhibits was high.

On account of the aforementioned epidemic about half of the local conventions of teachers had to be abandoned. It was felt that the schools which had been closed, in some cases for upwards of a month, could ill-afford to give up even the two or three days necessary for holding these gatherings of teachers. This was unfortunate, because these small local conventions, attended by a hundred teachers, and in charge of the local inspector, give a better opportunity for the discussion of local difficulties than the larger one embracing the whole province, which is held at Easter. It is interesting to learn that at several of those which were held, oratorical and musical contests took place which added both to the interest and value of the conventions.

In some inspectorates it has been the custom for some years back to hold meetings of the trustees of the territory of which the inspector has charge. These gatherings, representative but not unwieldy, have been productive of interesting and useful discussions of problems of school administration, particularly those of rural schools. It might appear from the substance of some of the reports that this type of trustees' convention, followed by the delegation of repre-

sentatives to a provincial convention, might lead to the discussion and solution of some of the problems confronting our trustees which are of wide interest.

"Considerable organization work in connection with school fairs was conducted throughout the inspectorate. At four centres, Berwyn and Waterhole, north of the Peace River, and at Spirit River and Sexsmith, south of the river, school fairs were held in September. For initial efforts these fairs were highly successful, and judging by the interest created give much encouragement for the future. The district was blocked into suitable areas for school fair organization, and preliminary work was carried out in a number of these centres.

"The third annual Peace River Musical Festival was held in Grande Prairie on May 25th and 26th. The syllabus, which was enlarged over the previous year, included the following competitions for school children:

"Choruses—One-room school; two-room school; primary chorus, Grades I, II, III; intermediate chorus, Grades IV, V, VI; senior chorus, above Grade VI; school orchestras; piano, beginners, junior, intermediate, senior, duet; violin, beginners, junior and senior classes; vocal, boys and girls, junior and senior divisions, duets; elocution, junior, intermediate and seniors.

"As evidence of the interest displayed the following might be mentioned: The winning junior chorus travelled 180 miles by train; some fifty competitors drove from Peace River, a distance of 150 miles; the theatre was well filled during all competitions, and at the final concert given by the winners the crowd could not be accommodated.

"The adjudicators were greatly impressed by the improvement in performance over the previous year, and they encouraged several competitors, who showed marked ability, to compete in the Alberta Musical Festival. The festival was honoured by the attendance of His Honor Lieut.-Governor Dr. William Egbert, who made the presentation of medals and shields to the winners."

INSPECTOR L. B. YULE, Grande Prairie.

"Preparations were made for seven school fairs, but one of these was postponed, and finally cancelled, in consequence of alarm in connection with the epidemic of infantile paralysis. Though weather conditions were unfavorable in several instances the display of school work and agricultural products was good and much interest was shown by parents and the public generally.

"The conventions usually held at Coronation and Provost were dispensed with this fall in consequence of so much loss of school time on account of the epidemic of infantile paralysis."

INSPECTOR J. C. BUTCHART, Coronation.

"A Teachers' Convention was held at Vermilion on November 3rd-4th. The attendance of ninety-three teachers was the highest in the history of the local association. The programme was furnished largely by local talent. Professor Lazerte, of the Alberta University, gave an excellent address on 'Primary Arithmetic.' The Junior Red Cross and the A.T.A. sent representatives to address the convention on their respective interests. Principal Elliott, of the School of Agriculture, gave an able and instructive address on 'Agriculture in Public Schools.' Mr. Heckbert, local manager of School Fairs, for the Department of Agriculture, dealt with 'School Fairs, their purpose and organization.' Mrs. McConnell, B.A., of the local High School staff, dealt ably with the teaching of history. The local inspector gave 'Reminiscences on School Work in Alberta', dealing with progress for the past twenty-five years.

"The Trustees' Convention for the district was held at Vermilion, November 30th. The attendance was small. Addresses were given by Chief Inspector G. W. Gorman, B.A., Principal Elliott, Mrs. R. B. Gunn, Mr. Horton, of Vegreville, J. W. G. Morrison, B.A., Vermilion, and the local inspector."

INSPECTOR H. R. PARKER, Vermilion.

"The trustees of the inspectorate held their convention on Friday, November 25th. About twenty attended. The discussions were of a very high order, and all were keenly interested. We had the pleasure and profit of the attendance of the Chief Inspector, Mr. G. W. Gorman, B.A., Mr. C. Sansom, of the Camrose Normal School, and Mr. King, of Raymond, president of the Provincial Trustees Association. It is very regrettable that these Inspectorate Trustee Conventions are of so little general interest to school boards. They are certainly far better for the threshing-out of local troubles than the unwieldy provincial meeting."

INSPECTOR P. H. THIBAudeau, Stettler.

"Eleven rural districts participated in the Oyen fair, along with the village districts of Excel and Oyen. The exhibits in vegetables, grains, live-stock and poultry were very creditable; those in school work were numerous and of a high standard of excellence. The sports were heartily entered into by the pupils and were very interesting and enjoyable.

"The special feature of the fair was the parade of the children in costume, by schools, in competition for a silver cup, awarded by Dr. W. D. McPhail, of Oyen. Miss Walker's class of the Oyen school, won the cup for presenting the smartest and most interesting appearance in the parade. A second prize, a picture valued at \$10, was awarded to the North Excel School No. 3909, most efficiently captained by Miss Friebury, the teacher.

"School fair work has received a new impetus in the Oyen and surrounding districts. Prospects for next year's fair are very bright, as keen interest in the work has been awakened among the children and parents of the school fair area."

INSPECTOR F. L. AYLESWORTH, Oyen.

"The infantile paralysis epidemic interfered with both fairs. A Trustees' Convention was held at Hanna on November 3rd and 4th. While the attendance was not as good as expected, forty-five districts sent delegates, who along with visitors brought the attendance well up to sixty. The afternoon session consisted of election of committees, president's address, talk on the advantages and disadvantages of the rural school, resolutions and election of officers. In the evening Mr. C. Sansom, of the Camrose Normal school, gave a very interesting and instructive address on the subject, 'Chicago and Democracy.' Thursday morning was a joint session of trustees and teachers. The first part of the programme took the form of a debate: 'Should Alberta Adopt the Municipal Unit for School Administration?' This proved to be of great interest to both teachers and trustees. I was agreeably surprised at the change of attitude of the trustees toward this subject of a larger unit for school administration. Last year at the Trustees' Convention the great majority of the trustees did not favor the idea, but this year there was a complete change of attitude."

INSPECTOR G. K. HAVERSTOCK, Hanna.

"For the third time in three consecutive years the teachers of Macleod, Lethbridge and Foremost inspectorates held a joint convention. Weather was favorable and 452 teachers attended. Mr. Charlesworth, of Vancouver, was the chief speaker, and he gave three addresses that were instructive and inspirational to a marked degree. The first half day was spent in observation in city schools, and the whole of the second forenoon was devoted to sectional meetings. This time was none too long, and teachers expressed a desire to have a similar period given to sectional meetings in succeeding years."

INSPECTOR J. MORGAN, Lethbridge.

"School fairs occupied a portion of the month of September. Seven fairs were held in this inspectorate, and twenty-five schools participated. The students competed vigorously in all departments of the work, giving as much care and attention to exhibiting in the livestock, grain, cooking and sewing classes as they did in the academic side of the competition. I feel that there is a real value in these fairs, particularly in the rural districts, and the students are getting a good training in honesty in

exhibiting as well as in gaining knowledge of agricultural and domestic matters, and pride in their ability in school work. I am now trying to get two fairs started on the eastern side of my territory, as the seven which are now organized are in the west, where the hard years were not so long continued or severe."

INSPECTOR G. M. DUNLOP, Foremost.

"The suggestion has been made that a provincial-wide fair be held at some central point, to consist of all prize exhibits from all school fair units. This idea might not be practicable as far as garden products are concerned, but I see no reason why such a display of school exhibits could not be arranged, possibly in connection with one of the agricultural fairs. If such could be arranged, there is no doubt in my mind but that the interest in the local fairs would be stimulated, while such an exhibit would not only be interesting and instructive, but would prove an attraction at whatever centre it was displayed."

INSPECTOR J. A. MACGREGOR, High River.

"The executive committee of the Convention of the Calgary Rural Inspectorate decided that it was desirable, for the sake of interest, to change the form of the programme from that followed during the past few years. Dr. Scott, Superintendent of Schools, was consulted, and through his co-operation and that of quite a number of his teachers, the programme was provided by city teachers. One half-day was spent in observation, permission having been secured to use about fifty rooms, and teachers being assigned to a grade for which they had expressed a preference."

INSPECTOR F. G. BUCHANAN, Calgary Rural.

"At each centre effort is made to have arrangements for a programme of athletic sports in which the pupils of the several schools enter into friendly competition. At certain centres public speaking and musical contests are observed. The outstanding feature in all school fair projects is the enlivening and strengthening of rural community interests."

INSPECTOR J. W. RUSSELL, Camrose.

PROGRESS AND OUTLOOK FOR 1928

Inspectors report a creditable amount of educational progress during the year 1927. Crop conditions were generally good, with the consequent improvement in the standard of living which must always favorably affect the attitude of the people towards education. As a result there was, as has already been stated, an increase of 20% in the number of schools which had a minimum period of operation of 160 days. There was also an improvement in the quality of instruction and the attendance was better.

A very cheerful note was sounded by some of the inspectors in those parts of the province which have had crop failures of late years through drought, notably those of Bassano, Oyen and Medicine Hat. Unfortunately, conditions have not been so good in the extreme south owing to the heavy snowfall with the grain still in stook. The reports indicate, too, an optimistic outlook for the coming year:

"The past year brought such a degree of activity and progress that those connected with the administration of education can look back with much satisfaction. Eight new districts were established in localities that are financially weak because of pioneer conditions. Most of these districts followed a plan whereby a suitable building was erected by co-operative effort. In this way buildings are erected practically free of debt, thereby making all tax collections and grants available for operation purposes.

"A unique development in educational facilities was accomplished by the Consolidated district at Falher. This district erected a splendid building which provides modern housing accommodation, and includes a sick ward for approximately 160 children. Dining-rooms, dormitories and recreation rooms are provided in this well-lighted and well ventilated building. This boarding-house arrangement displaces the usual transportation scheme. It appears to offer decided advantages for the children.

"The formation of a Rural High School district at Waterhole was a progressive step because pupils from this district are fifty-five miles from the nearest High School at Peace River. The formation of this district has led to initial steps in another suitable centre.

"A feeling of confidence has grown steadily throughout the year. During the latter part of the year several districts began plans for erecting larger and more modern buildings.

"During the year a new record for aggregate crop production was established. Upwards of 35,000 acres of new land was prepared for crop in 1928. In different ways, according to the locality, these evidences of progress will be reflected in school activities in 1928."

INSPECTOR L. B. YULE, Grande Prairie.

"The Coyote district, on condition that it be given a special grant of \$200.00 to help pay for material, agreed to build a frame school, according to plans and specifications without the imposition of any debt upon the district. It was given this small special grant as an inducement, and not only did it build the school, but a teacher's residence in conjunction therewith as well. Built entirely by voluntary labor both buildings, up-to-date in every respect, were completed, equipped and furnished without issuing any debentures or borrowing money by note or otherwise. The school opened on December 1st, and will operate yearly.

"Padstow district has undertaken a similar proposition, on the same conditions, and the building is nearing completion."

INSPECTOR J. H. HUTCHISON, Onoway.

"The great majority of the rural schools are now able to finance the costs of yearly operation of their schools. A keener interest in maintaining a fully approved and effective school plant is evident with the increasing material prosperity of the communities. At Barrhead, a hamlet which has sprung up at the terminus of the Pembina Valley Railway, since the month of May, a new district has been organized, a two-room school is under construction and the initial steps have been taken to organize a rural high school, with this trading point as the centre. Three other trading points, Pickardville, Pibroch and Dapp, have developed a strong community sentiment in favor of adding a second classroom to the existing schools, and this improvement will very likely be carried out in 1928.

"The coming year gives promise of continued development in all phases of educational endeavor. The increased enrolment in both Grades VIII and IX will necessitate added facilities, and I have every confidence that the ratepayers will readily assume increased taxation so that their children will acquire the best possible training to make them good and useful citizens of this province."

INSPECTOR J. J. LEBLANC, Westlock.

"The year 1927 saw a steady progress in education in the Red Deer division. There was more actual operation among the schools which generally operate for six or eight months in the summer. There was less demand for special grants, only three schools applying. These facts indicate that financial conditions are becoming much sounder."

INSPECTOR A. R. GIBSON, Red Deer.

"The outlook for 1928 is brighter than it has been for many years. In the western part of the inspectorate the districts are prosperous, have no difficulty in financing and should enjoy a good year's progress. In the dry area and partly abandoned country, excepting for a strip that was hailed, the crops have been good, and were harvested before the

early snowfall. Tax collections should be much better and financing much easier than heretofore."

INSPECTOR J. F. BOYCE, Bassano.

"The bumper crop of 1927 with bright prospects for another in 1928, promised by the heavy fall of snow in this part of the province, lead us to hope for still better financial conditions in 1928. Increased operations under teachers instead of under Section 208 will undoubtedly follow."

INSPECTOR F. L. AYLESWORTH, Oyen.

"During the year 1927 the development of school spirit and the progress of the pupils mentioned in the report for last year have continued to a very gratifying extent; as noted earlier in the report, pupils are reaching a more advanced stage in school work before leaving school for work. The fact that in so many of these New Canadian schools the children are passing the high school entrance examination and are coming back to school for Grade IX work, is an evidence in itself that parents and children are coming to appreciate what the school is offering to them. The fact that these children are able to reach this stage during a Normal school period demonstrates the capacity of the children for this type of education. Indeed, the presence of Grade VIII and Grade IX in an ungraded school labels that school as progressive and efficient, and indicates a community that is alive to its civic opportunities and responsibilities. Such districts are increasing in numbers yearly; in every quarter of the inspectorate are communities of this type whose success is a source of pride to the ratepayers and gratification to those who in any way have planned for this success."

INSPECTOR F. S. CARR, Medicine Hat.

"Much more care is being given to buildings and to general equipment. This year the Willow Grove S.D. No. 1710 and Floating Stone No. 1799 schools have been replaced by up-to-date buildings, and arrangements are being made to have several of the older buildings replaced during 1928. Additional rooms were added to the Bovilla, Pine Knoll, Shelton and Side Hill schools."

INSPECTOR X. P. CRISPO, St. Paul.

"To one sensitive to educational attitudes and development visiting my districts for the first time, there is an atmosphere of optimism and confidence in the future that augurs well for successful school operation in 1928. A number of outlying schools have had serious financial handicaps since their erection, and others where schools have been constructed in the last few years found their resources scarcely equal to the demands made upon them. In such districts the crop of 1927 will afford opportunity for the trustees to consolidate their gains and establish their districts on a better financial footing."

INSPECTOR JOHN SCOFFIELD, Wetaskiwin.

"A new class-room has been built at Kinsella. The Browning School No. 4002 was completed during the summer. (This is a fine type of rural school, costing approximately \$3,500.)

"The Porter Lake S.D. has been organized, and the authorization of two new school districts has been recommended.

"In addition to the above concrete examples of progress, 1928 may look forward to—

"(a) Improved economical conditions—a vital factor in educational progress.

"(b) School boards keenly interested in their work.

"(c) An adequate supply of qualified teachers.

"(d) An increasing demand for high school instruction.

"The outlook is decidedly promising."

INSPECTOR W. H. EDWARDS, Wainwright.

"The outstanding evidences of progress in this division are the activity of the rural communities toward securing high school facilities for the children. This is shown by the larger number of districts undertaking advanced work and by a widespread desire for information on rural high school districts. Boards continue to seek teachers who will give effective rather than cheap service. While there were more teachers than schools at the opening of the fall term there was very little indication of a tendency to cut salaries, and many boards took the stand that a 'cheap teacher' was likely to prove an 'inefficient teacher.'"

INSPECTOR H. R. PARKER, Vermilion.

"The outlook for 1928 is bright. The past year seems to have marked the turning point in the fortunes of this part of the province. The long succession of years of drouth seems to have been interrupted and prosperity seems to be returning. Good crops were produced last year, and though the grade has been low, there will be a material change noticed in the condition of the country after the remainder of the crop has been threshed. The ground is in good condition, and there are exceptionally good prospects for a crop in 1928."

INSPECTOR G. M. DUNLOP, Foremost.

"The year has been one of steady progress along educational lines. People in most districts show good interest in the work being done in the schools and co-operate with the teacher in his endeavor to give his pupils an effective training. The problem of providing facilities for high school education for the children in rural communities is one of considerable concern to parents who have children nearing the end of the elementary school course. In several parts of the inspectorate progressive trustees are disseminating information in regard to rural high schools, and in all probability one or two localities will organize next year."

INSPECTOR F. G. BUCHANAN, Calgary Rural.

"1. There has been a remarkable advance made by pupils of non-English parentage in schools, when in charge of strong capable teachers, as regards the acquisition of English vocabulary and Canadian sensibilities.

"2. There has been an increase in the number of rural school pupils applying for high school privileges.

"3. There has been discontent evidenced on the part of town schools arising from conviction of the inadequate tuition provision made for the education of non-resident pupils at these centres.

"4. There is a dawning consciousness in rural school communities that the provision for rural school pupils desiring to take high school work is not adequate or satisfactory.

"5. There has been financial security of school districts due to favorable crops and markets.

"6. The supply of qualified teachers has been sufficient."

INSPECTOR J. W. RUSSELL, Camrose.

"The outstanding evidence of educational progress in this division is the erection of second rooms in rural districts. During the autumn the Kalusz S.D. No. 1631 and Shakespeare S.D. No. 3385 have opened second rooms; early in the new year Victoria S.D. No. 75, Peremysl S.D. No. 2944, Paulus S.D. No. 1016, and Lwiw S.D. No. 1474 will commence operation. The Lwiw school will be a model two-room structure of brick and tile, with maple floors and full basement. A new four-room cottage is being built. Construction will be begun in the Skowiatyn S.D. No. 2483 as soon as weather conditions will permit. Preliminary arrangements have been made in the Wild Deer S.D. No. 3650. Other two-room schools are needed. The year 1928 should witness further extensions."

INSPECTOR G. L. WILSON, Lamont.

"The year 1928 will see the completion of the Cutknife-Whitford Branch of the C.P.R. It is quite possible that fair-sized towns will be built at Willingdon, Hairy Hill, Two Hills, and Myrnam. These towns

will serve thickly settled districts, and will ultimately become good high school centres.

"These centres, together with the two-room schools already established in this inspectorate, will mean a network of efficient schools for the New Canadian element of our population. This should eventually hasten the process of assimilation."

INSPECTOR OWEN WILLIAMS, Vegreville.

"The outlook for 1928 is scarcely as good as it was for 1927. The inability of the farmers to harvest and market their crops is making money scarce, and it is telling very decidedly upon business houses even at the present time. Unless the spring opens up early and allows the farmers to get their crops out of the fields so that they can thresh and cultivate for next year's crops, conditions will be very trying, and they may fail to secure any crop at all during 1928. There is a big possibility that some of the districts will be in financial straits before next autumn."

INSPECTOR C. C. BREMNER, Macleod.

It is a satisfaction to be able to report improvement and progress in the work of school inspection during the year 1927.

REPORT OF THE CHIEF ATTENDANCE OFFICER

(D. C. McEACHERN)

During the year 1927 the Attendance Branch of the Department of Education carried on the enforcement of The School Attendance Act throughout the rural, village, and consolidated school districts as in former years.

In the city and town schools the work of the enforcement of the Act remained in the hands of local attendance officers.

The two following tables will show the work done during the year.

RURAL, VILLAGE, AND CONSOLIDATED SCHOOL DISTRICTS

Preliminary letters written parents	2280
Warning notices served on parents	1349
Number of cases referred to Inspectors	260
Number of prosecutions	59
Number of convictions	52

CITY AND TOWN SCHOOL DISTRICTS

Warning notices served on parents.....	560
Number of prosecutions	75
Number of convictions	73

During the year, besides dealing with the attendance, this Branch of the Department dealt with the matter of operation of schools throughout the province as in previous years, and was responsible for the approval of agreements where the board of one district provided for the education of the children in the school of one or more other districts because of there being few children to be provided for or where the district was financially unable to operate alone. The number of districts so operated during the year 1927 is given as 191. This method of operation seems to have worked out fairly satisfactorily, taking into account the conditions which occasioned the change.

The statistical branch of the Department has compiled tables to which I beg leave to refer briefly and which bear on the attendance and operation of the schools throughout the province. These tables are numbered as follows: (1), (2), (4), (11), (15), (16) and (17).

In table (1) it will be found that there has been an increase in the school population from the preceding year of 3,854 pupils. The table shows that the percentage enrolment in the elementary grades is lower for the year than it was for the preceding year by 1.08%, while of course there is an equal increase in secondary grades.

Considering table (2) it should be noted that the attendance in graded schools has increased from that of the preceding year by the difference between 81,555 and 90,628 and a decrease is shown in the attendance in ungraded schools as between 68,971 in 1926 and 63,752 in 1927. The explanation is that a one-roomed school is an ungraded school, and when a district adds a second room the school becomes a graded school, and the entire population of the district is then included under graded schools. During the past year there was a considerable increase in the number of rural two-roomed schools which largely accounts for the change in this table.

In table (4) it is shown that while the compulsory age limit in Alberta is fifteen years, the percentage of pupils enrolled who were over fifteen years in 1927 was 7.58, while in 1926 the percentage was 7.12. It is seen from this that a greater number of pupils are continuing their studies beyond the compulsory school age from year to year.

From table (11) it is noted that the average monthly percentage of attendance during the year 1927 was exactly the same as it was in 1926, notwithstanding the fact that there was a large increase in the number of schools operated and in the total school population during the year 1927.

From table (15) it is seen that of the pupils enrolled during the year 1927, 54.87% attended the school over 160 days. During 1926 the percentage was 54.

I wish to draw particular attention to table (17) and to compare it with the corresponding table of 1926. During the year 1926, 75% of the schools operated over 160 days, while during the year 1927, 90.04% operated over 160 days. This I am sure is the greatest advance that has been made in the operation of schools during any year in the history of the province.

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

The School-book Branch has now been in operation for two years. The gross value of business done by this Branch in its second year amounted to \$158,374.01. This includes business arising not only from the authorized texts, but reference and library books as well. The Branch does not handle ordinary school supplies.

All but six per cent. of the business was carried on with Canadian publishing houses, the freight from Toronto alone totalling more than one hundred tons. The school book list contains 134 titles, 18 of which are published abroad. The retail value of books sold in the province during the year was \$146,295.80, averaging about one dollar per enrolled pupil. The number of new books purchased totalled 214,163, a number considerably smaller than would be expected. Investigation shows that many books serve throughout two or more school years, many are handed down to other members of the same family, and lastly, in recent years quite a business in second-hand books has developed.

These books were purchased by the various school grades to the following values:

Grade IV	\$12,801.90
Grade V	15,866.40
Grade VI	16,747.40
Grade VII	19,695.20
Grade VIII	2,433.60

Reference texts and supplementary readers for the elementary schools amounted to the small total of \$2,217.20.

HIGH SCHOOL TEXTS

First Year	\$38,981.30
Second Year	13,916.90
Third Year	11,429.25
Fourth Year	9,723.50

REFERENCE BOOKS

Dictionaries, etc.	\$2,483.15
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FINANCING

Under the law, school districts may by resolution of the school board open charge accounts with this Branch, and have the cost of any books purchased deducted from grants earned during the year. Approximately seven hundred districts have taken advantage of this arrangement. A large number also have remitted cash with their order. Books purchased direct from this Branch by the district are supplied on the same terms as to the retailer. This results in a further fifteen per cent. saving to the pupils.

During the year books were supplied to 324 districts under the terms of the Library Grant. The total value of these shipments was \$5,805.47. Departments of the Provincial Government, other than the Department of Education, as well as institutions controlled by the Federal Government, using books of various kinds, have found it to their advantage to place their orders through this Branch.

FREE SCHOOL TEXTS

The following titles of the Canadian Reader Series have been distributed free to school districts during the year:

Book I	Book II	Book III	Book IV	Book V
21,693	17,945	16,987	16,744	18,885

REPORT OF DEBENTURE BRANCH

(AUSTIN SCOFFIELD, *Manager*)DEBENTURES AUTHORIZED, REGISTERED AND SOLD
DURING 1927

Authorized by Board of Public Utility Commissioners, 111 issues..	\$650,325
Registered by Department of Education, 90 issues.....	\$456,800
Registered in 1926, but proceeds not available until 1927.....	21,000
Total amount delivered to purchasers in 1927	<u>\$477,800</u>

BOND SALES

Sold through Debenture Branch:

1 Town Issue	\$ 5,000
29 Village Issues	111,100
47 Rural Issues	117,850
77 Issues	<u>\$233,950</u>
Add 6 rural and 2 village issues registered in 1926, but proceeds not available until 1927	21,000
	<u>\$254,950</u>

Sold direct by School Districts:

5 City Issues	\$170,000
1 Town Issue	35,000
2 Village Issues	8,700
5 Rural Issues	9,150
13 Issues	<u>\$222,850</u>
	<u>\$222,850</u>
	<u>\$477,800</u>

TOTAL OF 1927 SALES:

5 City Issues	\$170,000
2 Town Issues	40,000
31 Village Issues	119,800
52 Rural Issues	127,000
90 Issues	<u>\$456,800</u>
Add 6 Rural and 2 Village issues, sold in 1926, but delivered to purchasers in 1927	21,000
	<u>\$477,800</u>

AVERAGE RATE AT WHICH DEBENTURES SOLD

City Issues	5.40%
Town Issues	5.51%
Village Issues	5.75%
Rural Issues	5.77%
All Issues	5.74%

NOTE: In addition to the regular Debentures, 7 Refunding issues were registered, totalling \$115,713.76.

**CONTRACTS FOR RURAL, VILLAGE AND TOWN SCHOOL
BUILDINGS APPROVED BY DEBENTURE BRANCH
DURING 1927**

STANDARD DEPARTMENTAL PLANS

ONE-ROOM SCHOOLS

Plan No.	No. of Pupils	Description	No. of Bldgs.	Total Cost	Average Cost
A-2	24	Non-basement	2	\$ 3,093.00	\$ 1,546.50
A-4	23	Non-basement	2	3,651.00	1,825.50
A-5	23	Full basement	2	3,192.00	1,596.00
A-6	24	Non-basement	1	1,550.00	1,550.00
A-10	23	Non-basement	1	1,869.00	1,869.00
A-11	23	Full basement	1	3,160.00	3,160.00
B-1	30	Non-basement	2	2,645.00	1,322.50
B-2	30	Full basement	1	3,160.00	3,160.00
B-3	29	Non-basement	1	2,400.00	2,400.00
B-8	29	Full basement	1	3,150.00	3,150.00
C-1	39	Non-basement	1	1,890.00	1,890.00
C-2	39	Full basement	5	14,339.00	2,867.80
C-3	39	Non-basement	1	1,600.00	1,600.00
C-4	39	Full basement	5	15,072.00	3,014.40
C-7	40	Non-basement	1	2,725.00	2,725.00
C-9	39	Non-basement	1	2,150.00	2,150.00
C-10	39	Full basement	1	2,554.00	2,554.00
D-1	40	Non-basement	4	8,220.00	2,055.00
D-3	40	Non-basement	2	4,065.00	2,032.50

TWO-ROOM SCHOOLS

E2A	80	Full basement	1	\$ 7,250.00	\$ 7,250.00
E-4	80	Full basement	2	8,900.00	4,450.00
E5B	80	Non-basement	2	7,450.00	3,725.00
E-6	80	Full basement	1	3,550.00	3,550.00

SPECIAL PLANS

One-room schools	17	\$45,285.00	\$ 2,663.82
Two-room schools	2	7,915.00	3,957.50
Large schools (3 or 4 rooms)	3	41,658.00	13,886.00
Temporary schools (one-room)	4	3,750.00	937.50

ADDITIONS AND ALTERATIONS

One-room additions	18	\$41,459.00	\$ 2,303.27
Two-room additions	3	27,858.00	9,296.00
Minor additions and alterations	5	2,339.00	467.80

REPAIRS AND IMPROVEMENTS

Repairs to buildings, improvements to property, etc.	4	\$ 6,348.00	\$ 1,587.00
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TEACHERS' RESIDENCES

Departmental Plans	3	\$ 3,238.00	\$ 1,079.33
Special Plans	3	1,800.00	600.00

BUILDINGS DESTROYED BY FIRE

School buildings destroyed by fire during the year	11		
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SUMMARY

One-room schools	56	Residences	6
Two-room schools	8	Repairs	4
Large schools	3		
Additions	26	Total	103
Destroyed by fire, 11			

**REPORT OF DIRECTOR OF TECHNICAL EDUCATION
AND PRINCIPAL OF THE INSTITUTE
OF TECHNOLOGY**

(W. G. CARPENTER)

The report of the Director of Technical Education for the year 1927 consists largely of a report of the work of the Provincial Institute of Technology and Art. The work of the Institute has grown to such a magnitude that it consumes much of the Director's time at the expense of outside provincial contacts.

The year 1927 has been one of development in public interest in Alberta in Technical education. Economic conditions have improved. The situation in the coal fields was more satisfactory. There were no serious upheavals in the industry, which has been increasing its production and extending its markets. The field crops of the province gave an abundant yield, and though conditions for harvesting these crops were not favourable in the south, in the main material wealth has been made available for the realization of the desire for education on the part of many Alberta youths. Interest in the building trades has been revived. For the first time in many years several inquiries have been made at the Technical Institute for courses of instruction in such trades as carpentry and bricklaying. The accommodation facilities of the Institute have been taxed to their limit and many have been turned away who sought admission to such courses as Electricity, Auto Service and Tractors. There has been an increased interest in evening instruction throughout the province, with more centres giving service and larger numbers attending. The correspondence courses for steam and mining certificates have had a larger enrolment than for years. The fine motor shop of the Institute, which was made available a year ago, has been filled to its capacity. The extending of the course to include three winters' training has increased its popularity. A young man can, under this arrangement, spend the slack season in the motor garage services, in studying the principles behind his trade and in improving himself. Rigid standards are maintained in issuing diplomas and the diploma given for successfully completing this course possesses actual value to the holders. There are many evidences that the garage business will demand higher qualifications on the part of the employee and the Technical Institute is rendering a public service in assisting to meet this demand. In harmony with this movement the General Motors Company organized an itinerant school for its service men in Canada, the branch for Southern Alberta being conducted at the Institute. This school brought present-day methods and devices to the attention of the staff of the Institute, and gave instruction to senior students in the motor mechanics department. Its influence was decidedly helpful.

Electricity continues to be the popular course. The extension of electric power and light services throughout the province, the widespread appeal of radio, the common use of electricity in the gas engine and telephone, the extravagant advertising in American magazines of the opportunities for employment in planning, providing and maintaining electric services have all contributed to induce young men to seek training in electricity. Attendance in this department has been limited to approximately 60 new students each year. It has been felt that the number graduating from such a group each year should match the absorbing power of the province to employ. Over 100 young people have been disappointed in not gaining a place in this department. In the light of the extension of electric service to rural Alberta and the imminent wide use of this form of energy, the question of providing service instruction in the form of short courses demands attention. A farmer many miles from a service department should know how to do the simpler

things to maintain his service which minor accidents might interrupt. He should be taught to respect it as a dangerous force when out of control and as a useful ally when harnessed to do its proper work. There is an important public safety factor involved in the widespread distribution of electric power.

The Mechanical engineering department has a lower enrolment than in the preceding year. There is a widespread impression abroad that steam as a medium in transmitting energy is decreasing in significance. The course is more difficult. It takes many years to qualify as a first-class steam engineer in Alberta—more years than it takes a bright young man to become a doctor or a lawyer. While credit is given by the Boilers Branch to those holding diplomas issued by this department that relieve the holders of six months' firing experience before being allowed to write for a shift engineer's license, still the time of year at which students are released from this department makes it difficult for them to obtain employment, and students get discouraged. The course given here is a strong one. During the year an interesting co-operation was worked out with power plants in the City of Calgary under which students in the senior year were admitted as engineers' helpers a half a day per day for a week in each of some ten plants. A student under this arrangement gets 10 weeks' actual power plant experience in a variety of plants in which he is kept busy on firing, boiler-cleaning, oiling, machinery-repairing and the usual boiler and engine-room routine work. The spare time the student may have is to be spent in getting details of the sizes and capacities of the various plant units to give him basal ideas of the relative sizes of machines required for various duties. He is also required to get records from charts or log books of the various economic factors involved in operating a plant, such as coal or gas consumption, water evaporated, and power developed. This scheme extends in a remarkable way the practical facilities of the Institute, and opens to students a variety of equipment it would be impossible to buy. What is better still, the equipment studied is the actual practical equipment of industry. Such experiences as these students gain become the basis of lecture and theory courses which should materially enrich the training of the student. The Institute hereby acknowledges the splendid co-operation of the management of the co-operating units and expresses appreciation for the excellent assistance rendered.

The gas engine and tractor courses have been by far the most sought for of all those given at the Institute. About 225 men have enrolled in the tractor classes and several have been turned away. The shop space for these students was increased by moving the blacksmith shop from the main building to the warehouse. This gave a material increase to the space used by the tractor classes, and improved the facilities for blacksmith work. The quarters are much too small. More than double the shop space should be provided. From all quarters there is obtained the universal judgment that power machines are permanent features of Western Canada's agricultural life. Splendid testimony reaches the Institute from time to time as to the service it has been rendering, both from the users of power machines and the distributors. It is frequently told

that the spread of this training over the province is resulting in a much greater service being obtained from tractors and gas engines and is popularizing their use to the profit of all concerned. To meet the demand that is insistent, the shop space for this service should be increased by the erection of a new farm machinery building 200 by 170 feet. Such a building could be filled to capacity the first season and a continuous service maintained for years to come, where young Albertans might learn to use and maintain their equipment. It is felt that the interest of tractor manufacturers might be secured in assisting in the extension of this service by giving financial aid in the erection of the new building. Acknowledgment is gratefully made here for the generous support of the tractor-distributing houses in Calgary. Each company supplied the class with a new tractor for demonstration and experimental purposes.

The Station Agents' department doubled its accommodation space during the year, and succeeded in comfortably filling its quarters. Many young men who have been assistant agents during the rush season come in to these classes to complete their qualifications and particularly to learn telegraphy. The co-operation of the railway companies is cordial and encouraging. One young man, a cripple, under the Compensation Board is studying telegraphy as a vocation, and making remarkable progress. Ten new typewriters were installed in this room. A miniature railway track is required to make complete the facilities for training to enter the great field of railroading with all its opportunities.

Mrs. Lucy Innis resigned from the dressmaking department, and Miss C. E. Smith was appointed to take her place. Miss Smith comes to the Institute as an experienced teacher in her subject. She served for many years as instructress in dressmaking in the Edmonton Technical High School, where she achieved conspicuous success. Her direction of this department promises to make it one of the strongest in the Institute. An additional room was needed for expansion in this department during the year.

A new course in Art was organized during the year and began instruction with an enrolment of 11 students. Mr. Lars Haukaness was employed as half-time instructor. Some very fine work has been done, and from numerous enquiries it appears that within a year or so it will be a very popular department.

Self-government has been employed in student management with conspicuous success. The spirit of the student body is co-operative and helpful. The fractious individual is largely controlled by restrictive student opinion. The students' association meetings have been well conducted, and the social evenings have been pleasant and without objectionable features. The athletic life of the Institute should be more strongly developed. The large enrolment and the time consumed in securing work for the shop classes makes it impossible for the staff to give the attention to this important phase of the student life which it deserves. A special appointee should be secured who has qualifications to give constructive leadership here. His services would materially improve the working conditions of the Institute.

The evening classes have been well attended. Twenty-six classes were organized, giving 868 lessons of 2 hours each to 523 enrolments. The classes in the fall of 1927 were materially larger, there being an enrolment of about 650. Several students who come into day courses from out-of-town points take advantage of the evening courses. Instruction was given in the following subjects: Petroleum Chemistry, Tractor Service, Automobile Mechanics, Automobile Electricity, Steam Theory, Art, Machine-shop Practice, Acetylene and Electric Welding, Mechanical Drafting, Architectural Drafting, Sheet Metal Drafting, Show Cards and Posters, Geology and Prospecting, Radio, Mathematics, Telegraphy, Plumbing and Heating, Caretaking, Electricity, Armature Winding.

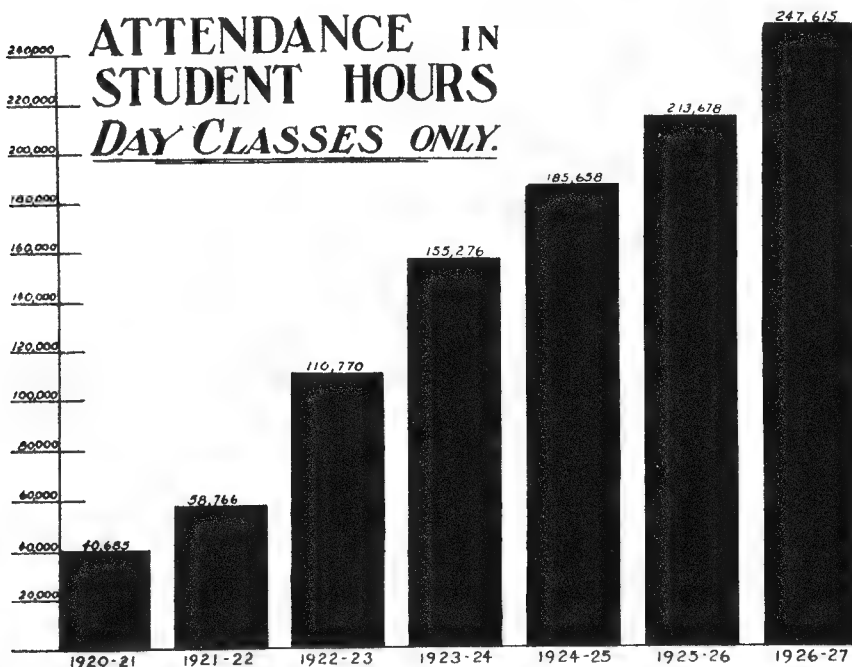
Additional courses were offered through the mail in the form of a special course in preliminary mathematics for steam engineers and miners. A junior course was also prepared for those wishing to qualify for provisional certificate in steam engineering. There is a continuous steady demand for extension of the correspondence services. This is an excellent type of service which is popular. According to a recent report of the Carnegie Corporation, which has been making a study of adult education in the United States: "The correspondence schools alone enroll two million students, which is four times the registration in all colleges, universities and professional schools." The annual income of these schools from students was \$70,000,000. Canada and Alberta are making liberal contributions to this amount.

It has been felt that the Institute has not been doing its full duty in merely training students, without making any attempt to place them in employment in Alberta. In the light of this a placement committee has been organized, of which Mr. Andrew Baxter has been made secretary, and charged with the responsibility of collecting and organizing data on possible openings for trained young men. He is also to assist in placing qualified persons in such openings as may occur. This will necessitate Mr. Baxter's visiting many points in the province as the agent of the Institute, in which places he may also acquaint the people with the services available to them in correspondence courses and in day-class facilities. During the busy season he will be required to remain as an assistant at the Institute, but during the slack season he may render a very valuable service.

The enrolment for the term 1926-27 is as outlined below. For the season 1927-28 the enrolment will approximate 1,600, which will be nearly double that of the term 1925-26.

ENROLMENT, 1926-27.

Course.	Day.	Evening.	Correspondence.	Total.
Armature Winding .....	.....	17	.....	17
Automotive Electricity	26	24	.....	50
Drafting	27	47	.....	74
Dressmaking and Millinery	41	.....	.....	41
Electrical Engineering	91	40	.....	131
Farm Mechanics and Construction	18	.....	.....	18
Machine Shop	3	49	.....	52
Mining	3	.....	33	36
Motor Mechanics	90	89	.....	179
Steam Engineering	35	28	179	242
Telegraphy	26	26	.....	52
Tractor Engineering	125	11	.....	136
Industrial Art	2	34	.....	36
Oil Chemistry .....	.....	14	.....	14
Show Card and Posters .....	.....	31	.....	31
Welding .....	.....	32	.....	32
Geology and Prospecting .....	.....	15	.....	15
Plumbing and Heating .....	.....	19	.....	19
Caretakers .....	.....	32	.....	32
Radio .....	.....	15	.....	15
Summer School	51	.....	.....	51
	538	523	212	1273



The Commercial departments in Calgary and Edmonton have been well maintained in interest and attendance. No special features have characterized these schools during the year. Commercial education in Lethbridge passed a crisis during the year,

when it was sustained by plebiscite.. There have been no expansions. The work of the Edmonton Technical School has been extended to include the organization of a new electrical department. This school is doing more and more a vocational work and less academic. This is eliminating an overlapping with the academic schools which has been in existence for some time. It is planned to have the curriculum of such schools as this reviewed carefully during the coming year. The pre-vocational school in Calgary is filled to capacity, but there is little evidence of any expansion of the idea.

Good evening classes have been conducted in the four larger cities. Drumheller has continued her organization. In addition programmes have been carried out at Blairmore, Bellevue, Hillcrest, Taber, Coaldale, Canmore, Nordegg, Rosedale.

The evening programmes which were being worked out in co-operation with the other three Western provinces have made some progress. Manitoba and Alberta are the only two units that have actually carried their discussion into detailed action. During the year Manitoba organized evening programmes for the direction of evening work in Electricity, Forging, and English for the non-English. Alberta developed similar programmes in Dressmaking, Mathematics, and English. The results of the work of these two provinces are available for each, and in this way Alberta has about ready for distribution six courses for the expense and effort of three.

There are many ways in which the programme for Technical education may expand. There are some interesting experiments being conducted in which regular academic subjects in the high school programme of studies are being replaced by special correspondence instruction in subjects of interest to special students. There are large possibilities in this plan if it is proved to be feasible. Manitoba is, by a co-operation with reputable correspondence houses, instituting such a programme. It does appear that the time is at hand when the public will avail itself of the more varied programme that the revised curriculum offers. The time is passing when all children, irrespective of their natural aptitudes, must be molded into the same form, or, according to school standards, be called failures.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

From information furnished by teachers, secretaries of school districts and official auditors, the following statistics have been compiled.

The fact that over 90 per cent. of the schools operating were open for over 160 days is an indication of the progress being made.

In 4,977 rooms or departments in 3,124 school districts the enrolment was 154,380 in the year 1927. Of this enrolment 52,360 were in 68 City and Town school districts, 5,536 in 13 Separate

school districts, and 46,732 were in rooms of other graded schools. The total number of rooms in 342 graded schools was 2,195. There were 6,446 pupils in 185 rooms in 65 consolidations, and 10,190 pupils in 280 departments of 133 rural graded schools. The number of pupils in attendance in the rural graded schools continues to increase. There were 63,752 pupils in 2,782 one-room schools.

The average monthly percentage of attendance was 86.56 of the monthly enrolment.

The increase in enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the twelve-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94

The percentage of pupils enrolled in Grade I in the year 1927 shows a slight increase over the previous year, but is still much lower than in past years, while the percentage of pupils from Grade VII to XII inclusive, is higher than in the past. The percentage of enrolment of secondary grade pupils compares very favourably with that of other Provinces of Canada.

The distribution of pupils by grade, leaving school at the age of 15 years since 1919, by percentage was as follows:

Year	Grades					
	I	II	III	IV	V	VI
1919.....	2.20	2.30	2.20	4.80	7.70	12.90
1920.....	.91	1.21	2.06	4.23	7.04	13.20
Jan.-June 1921.....	1.12	1.05	3.92	6.09	9.91	16.84
1921-1922.....	1.14	1.61	3.59	7.02	11.28	16.52
1922-1923.....	1.08	1.01	3.99	5.62	8.68	13.08
1923-1924.....	.54	.90	2.46	3.36	5.47	9.06
1924-1925.....	.39	.81	2.13	3.65	6.33	8.57
1925-1926.....	.15	.35	1.16	2.10	6.65	10.21
1926-1927.....	.16	.19	.45	1.85	4.97	11.50
Average for 9 years.....	.85	1.05	2.44	4.30	7.56	12.43

Year	Grades					
	VII	VIII	IX	X	XI	XII
1919.....	29.10	26.60	8.40	3.10	2.00	.40
1920.....	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921.....	19.16	33.55	6.65	1.47	.24	.....
1921-1922.....	19.29	29.79	6.59	2.34	.81	.02
1922-1923.....	18.97	28.50	11.90	4.59	2.18	.40
1923-1924.....	20.94	32.87	14.48	7.36	2.47	.07
1924-1925.....	20.45	34.94	12.60	7.19	2.84	.10
1925-1926.....	17.24	34.69	15.20	10.53	1.46	.26
1926-1927.....	18.71	33.22	17.25	8.08	3.46	.16
Average for 9 years.....	20.10	31.56	11.58	5.62	2.09	.47

There continues to be a marked decrease in the percentage of pupils leaving school in the lower grades at the age of 15 years.

The average number of days of operation in ungraded schools was 183.66 and in graded schools was 197.84. In the ungraded schools the pupils on an average attended 125.76 days and in graded schools 153.55 days.

During the year there was paid to 712 school districts, with an assessed value of less than \$75,000.00 per room, the sum of \$131,202.98. The total amount of grants paid to all school districts in 1927 was \$1,246,550.10, being \$82,445.23 in excess of that of 1926.

In 1926 there was paid to 650 one-room schools \$23,000.00 for conducting work in grades above Grade VIII. In 1927 the sum of \$23,140.26 was paid to 763 such schools carrying on this work.

Grants to senior rooms of rural graded schools increased from \$49,000.00 in 1926 to \$57,000.00 in 1927. Similarly, grants on account of secondary school work in Cities, Town, Village and Consolidated schools increased from \$155,000.00 to \$168,000.00. Over 200 school districts which were sending their pupils to the schools of other districts (Section 208 of the School Act) received during the year 1926 the sum of \$20,176.24 and in 1927 \$17,328.19. During the year 1926 there was paid to the various school districts where land was held under grazing lease or permit \$31,996.00, and in 1927 these districts received \$19,973.72.

The cost of education will be found in tables 29 and 30.

TABLE 1.
CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1926	Per cent. of enrolment	No. of Pupils June 30, 1927	Per cent. of enrolment
I	26,611	17.68	27,390	17.74
II	18,228	12.11	18,120	11.74
III	18,988	12.61	18,793	12.17
IV	17,939	11.92	18,126	11.74
V	16,893	11.22	16,722	10.83
VI	14,518	9.65	15,193	9.84
VII	11,917	7.92	12,118	7.85
VIII	10,979	7.29	11,430	7.41
IX	6,530	4.34	7,474	4.84
X	4,463	2.96	4,756	3.08
XI	2,467	1.64	3,165	2.05
XII	993	.66	1,093	.71
Totals.....	150,526	100.00	154,380	100.00
Elementary Grades	136,073	90.40	137,892	89.32
Secondary Grades	14,453	9.60	16,488	10.68

Percentage of enrolment in Secondary Grades was 9.60 in 1926 and 10.68 in 1927. Private School Pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS IN GRADED AND UNGRADED SCHOOLS.

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	90,628	63,752
Aggregate days' attendance of Pupils.....	13,856,044.5	8,017,307
Daily average attendance of Pupils.....	72,297.04	42,827.74
Percentage of attendance of total enrolment	79.77	67.17
Average number of days attended per Pupil	153.55	125.76
Average length of school year.....	197.84	183.66
CLASSIFICATION: Grade I	13,958	13,432
II	9,823	8,297
III	10,108	8,685
IV	9,816	8,310
V	9,354	7,368
VI	8,901	6,292
VII	7,452	4,666
VIII	6,604	4,826
IX	5,868	1,606
X	4,511	245
XI	3,140	25
XII	1,093	.....
Total Attendance	90,628	63,752

The percentage of Attendance of total enrolment shows an increase over the previous year in both graded and ungraded schools. Ungraded schools are one-roomed schools, and are for the most part rural.

TABLE 3.
AVERAGE AGE OF PUPILS.

Grade I	7.1
Grade II	8.2
Grade III	9.4
Grade IV	10.3
Grade V	11.6
Grade VI	12.4
Grade VII	13.1
Grade VIII	14.4
Grade IX	15.4
Grade X	16.5
Grade XI	17.7
Grade XII	18.0

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	587	.38
6 years	8,239	5.34
7 years	16,183	10.48
8 years	16,048	10.40
9 years	15,698	10.17
10 years	16,257	10.53
11 years	15,367	9.95
12 years	16,225	10.51
13 years	14,921	9.67
14 years	12,997	8.42
15 years	10,149	6.57
16 years	5,648	3.66
17 years	3,359	2.17
18 years	1,527	.99
19 years	621	.40
20 years	243	.16
21 years and over	311	.20
Total.....	154,380	100.00

The compulsory age limit in Alberta is 15 years, but 7.58 per cent. of enrolled pupils were over 15 years of age.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1927
(JULY 1st, 1926, TO JUNE 30th, 1927)

	Sex	5 yrs and under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
		yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	
Grade I	Boys	309	4115	6082	2424	676	357	171	75	57	30	20	7	3	1	2			14327
Grade II	Girls	275	3842	5339	2134	638	321	99	69	38	22	7	16	1	3				13063
Grade III	Boys	1	134	2020	3562	2985	917	313	302	100	38	26	9	1	3		1		9512
Grade III	Girls	2	135	2086	3521	1721	648	252	120	79	22	17	2	1	2				8608
Grade IV	Boys	3	211	1815	3243	2220	852	298	270	142	52	52	12	1	2			1	9418
Grade IV	Girls	9	219	2029	3854	2036	876	446	212	136	52	52	12	2	1				9375
Grade V	Boys	1	16	274	1595	2949	2140	1314	650	335	157	13	4	1					9417
Grade V	Girls			19	1743	2900	1869	1010	505	254	107	17	7	2	2	4	1		8709
Grade VI	Boys			1	21	300	1722	2652	1825	1020	498	209	38	22	1				8424
Grade VI	Girls				20	282	1349	2334	1824	1087	516	102	16	10	1				8258
Grade VII	Boys				27	350	1598	2505	1675	953	411	101	17	7	2				7529
Grade VII	Girls				1	22	296	1298	1874	1466	800	196	40	9	5	1	3		7654
Grade VIII	Boys				2	29	322	1417	2045	1360	681	200	34	8	6	2			6010
Grade VIII	Girls				3	37	338	1186	1735	1468	490	106	28	6	4	7			6108
Grade IX	Boys				3	46	453	1458	2027	1387	445	151	28	10	8				5408
Grade IX	Girls				3	87	318	817	1083	550	224	68	22	19	11				6022
Grade X	Boys				2	2	2	2	3	373	1101	1271	929	349	102	20	15		3160
Grade X	Girls								1	22	164	350	631	349	131	48	20		4314
Grade XI	Boys								3	26	180	550	631	688	234	68	18		31969
Grade XI	Girls								1	17	122	344	382	240	108	33	46		2787
Grade XII	Boys								3	18	179	456	572	410	123	57	54		1293
Grade XII	Girls										71	52	100	110	76	35	44		1872
Grade XII	Girls										5	59	280	134	112	36	43		424
Totals by Sex	Boys	310	4253	8322	8069	7853	8248	7651	8339	7493	6452	5085	2444	1348	600	272	111	151	76901
Totals by Sex	Girls	277	3986	7861	7979	7845	8009	7716	7886	7428	6545	5064	3204	2111	927	349	132	160	77479
Grand Totals		587	8239	16183	16048	15698	16257	15367	16225	14921	12997	10149	5648	3859	1527	621	243	311	154380
Beginning Grade I this Year...	Boys	309	4056	5355	1753	412	245	129	58	53	27	15	5	2	1				12320
Beginning Grade I this Year...	Girls	275	3797	4784	1531	479	233	71	55	33	20	5	13		1	2			11299
Repeating Grade I from previous year	Boys	59		827	671	264	112	42	17	4	3	5	2	1					2007
Repeating Grade I from previous year	Girls	45		755	603	219	88	28	14	5	2	2	3						1764

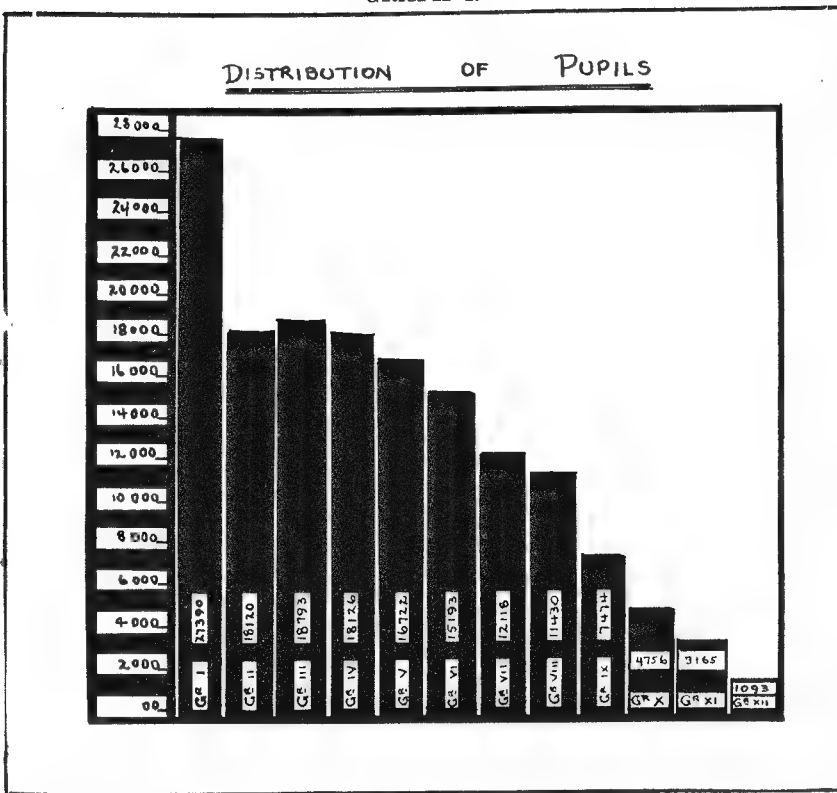
TABLE 5a.
GRAPH I.

TABLE 6.
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER AGE, NORMAL, AND OVER AGE

Grades	Number in each Grade			Total in Each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	584	19,578	7,228	27,390	2.13	71.47	26.40
II	272	11,189	6,659	18,120	1.50	61.75	36.75
III	442	10,441	7,910	18,793	2.35	56.61	42.04
IV	549	9,187	8,390	18,126	3.03	50.68	46.29
V	574	8,362	7,786	16,722	3.49	50.01	46.50
VI	679	7,886	6,628	15,193	4.47	51.25	44.28
VII	672	6,634	4,812	12,118	5.54	54.74	39.72
VIII	880	6,404	4,146	11,430	7.69	56.03	36.28
IX	773	4,372	2,329	7,474	10.34	58.49	31.17
X	396	2,750	1,610	4,756	8.32	57.82	33.86
XI	340	1,754	1,071	3,165	10.74	55.41	33.86
XII	123	624	346	1,093	11.25	57.09	31.66
Totals	6,284	89,181	58,915	154,380	4.07	57.76	38.17

This is a recapitulation of Table 5. There is a decrease in the percentage of pupils over age and behind in their grades, as compared with the previous year. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	5
Grade II	6
Grade III	14
Grade IV	57
Grade V	154
Grade VI	356
Grade VII	579
Grade VIII	1,028
Grade IX	534
Grade X	250
Grade XI	107
Grade XII	5
Total	3,095

There is a large decrease in the number of pupils leaving school at the age of 15 years, as compared with the previous year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.003
Grade II	.004
Grade III	.009
Grade IV	.04
Grade V	.10
Grade VI	.23
Grade VII	.37
Grade VIII	.66
Grade IX	.35
Grade X	.17
Grade XI	.07
Grade XII	.003
Total	2.009

There continues to be a decrease here over the previous year.

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.16
Grade II	.19
Grade III	.45
Grade IV	1.85
Grade V	4.97
Grade VI	11.50
Grade VII	18.71
Grade VIII	33.22
Grade IX	17.25
Grade X	8.08
Grade XI	3.46
Grade XII	.16
Total	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.02
Grade II	.03
Grade III	.07
Grade IV	.31
Grade V	.92
Grade VI	2.34
Grade VII	4.77
Grade VIII	8.99
Grade IX	7.19
Grade X	5.25
Grade XI	3.38
Grade XII	.45

There is a decrease of 333 pupils leaving school at the age of 15 years as compared with the previous year. There is a slight increase in Secondary Grades.

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE YEAR, July 1, 1926-June 30, 1927.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	186,636	155,167.5	83.14
August	285,787	235,263	82.32
September	2,591,726	2,219,714.5	85.29
October	2,628,253.5	2,334,429.5	88.82
November	2,525,228.5	2,206,761	87.35
December	2,020,068.5	1,760,227	87.13
January	2,303,508	1,964,220.5	85.70
February	2,338,245	2,012,714	86.07
March	2,798,372	2,437,974	87.16
April	1,979,290	1,737,755	87.79
May	2,681,737	2,392,532.5	89.25
June	2,726,114.5	2,416,593	88.65
Average monthly percentage of attendance..			86.56

Week by week attendance records would be very difficult to secure, but would be of more value than the monthly ones. Th is statement is more nearly correct than is a yearly one.

TABLE 12.
GRAPH II.

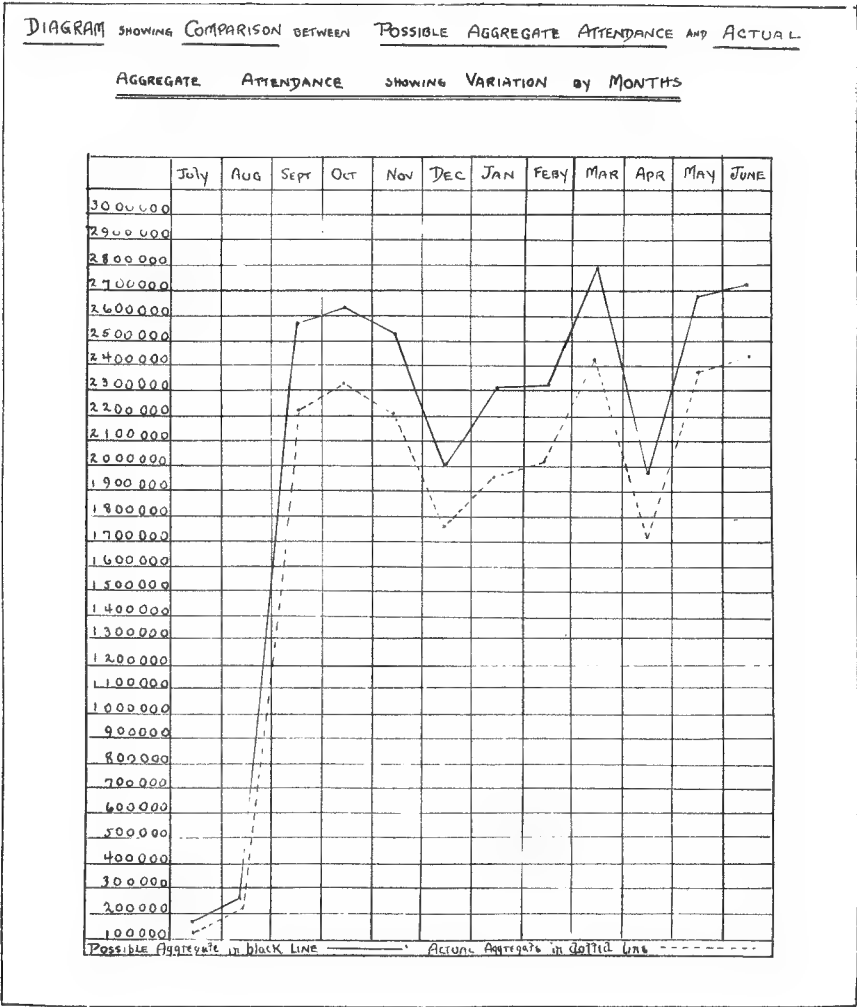


TABLE 13.
SCHOOL DISTRICTS.

School Districts in existence December 31, 1926, including units in consolidation	3,393
Consolidations in existence December 31, 1926	65
Number of school district units in such consolidation.....	210
Number of school districts erected during the year 1927: Public....	50
Number of school districts disorganized during the year 1927: Public	1
Total number of school districts in Province Dec. 31, 1927, including the units in consolidation	3,442
Number of consolidated school districts disorganized during the year 1927	1
Number of consolidated school districts in existence Dec. 31, 1927	64
Number of school district units in consolidation Dec. 31, 1927.....	207
Number of Rural High Schools in Province Dec. 31, 1926.....	5
Number of Rural High Schools erected during the year 1927.....	4
Number of Rural High Schools in Province Dec. 31, 1927.....	9
Number of units in Rural High Schools Dec. 31, 1927.....	44

To obtain the number of schools which could actually operate, deduct 207 from 3,442 and add 64. The nine Rural High Schools could also be added as they are schools admitting pupils from 44 different school districts. They are, however, districts within districts.

TABLE 14.
ATTENDANCE OF PUPILS.

Number of Pupils attending school during the year.....	154,380
Number of Boys	76,901
Number of Girls	77,479
Total Aggregate attendance for the year.....	21,873,351.5
Total average attendance for the year.....	115,124.78

The average number of pupils enrolled per room was 31.0, which is a slight decrease from the previous year. The average attendance per room was 23.1, which is the same as last year.

TABLE 15.
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS.

	City and Town	Village	Rural	Total
Less than 20 days	938	456	2,967	4,361
Between 20 and 39 days	1,602	860	5,887	8,349
Between 40 and 59 days	1,755	1,005	5,644	8,404
Between 60 and 79 days.....	1,454	698	3,971	6,123
Between 80 and 99 days.....	1,297	658	4,363	6,318
Between 100 and 119 days	1,928	854	5,297	8,079
Between 120 and 139 days.....	2,214	1,165	6,901	10,280
Between 140 and 159 days	3,913	1,756	10,343	16,012
Between 160 and 179 days.....	10,156	4,332	14,845	29,333
Between 180 and 199 days.....	33,766	7,488	12,910	54,164
200 days and over	1,961	182	814	2,957
Totals	60,984	19,454	73,912	154,380

Of the pupils enrolled 56 per cent. attended over 160 days which is an increase of 2 per cent. over the previous year. This is partly due to the fact that the average length of the school year was slightly greater than last year. (See Table 22.)

TABLE 16.
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	150	122.62	90.0
Edmonton	14,294	12,164.28	92.4
Calgary	14,489	12,414.68	92.8
Thibault	180	135.85	92.7
Macleod	372	312.66	93.3
Lethbridge	2,497	2,125.51	93.8
Medicine Hat	2,585	2,238.60	94.4
Fort Saskatchewan	271	221.42	91.5
National Park	432	334.23	86.9
Gleichen	215	180.90	89.1
Red Deer	724	572.33	91.6
Pincher Creek	263	216.70	91.2
High River	470	376.10	92.1
Okotoks	238	184.14	90.9
Innisfail	304	226.43	87.8
Olds	339	269.31	92.3
Lacombe	375	303.25	90.1
Wetaskiwin	601	424.35	94.2
Leduc	296	228.83	90.0
Ponoka	305	241.86	89.7
Cardston	724	627.94	95.3
Magrath	468	262.47	87.9
Blairmore	499	409.94	92.1
Didsbury	294	213.10	86.4
Raymond	629	511.74	91.9
Claresholm	401	321.47	91.9
Athabasca	151	113.84	86.9
Irvine	59	40.43	85.3
Taber	573	433.41	87.9
Stavely	124	99.97	90.5
Coleman	692	584.77	91.3
Gratum	144	105.28	88.9
Camrose	678	550.5	90.9
Vermilion Centre	400	296.19	96.1
Stettler	489	356.09	88.6
New Vegreville	531	432.29	89.6
Daysland	215	177.53	96.5
Strathmore	209	167.16	88.1
Wainwright	291	236.44	93.3
Hardisty	187	159.40	89.4
Vulcan	281	221.99	89.8
Tofield	219	166.96	87.6
Carmangay	105	82.70	90.2
Brooks	166	126.22	92.6
Bassano	213	171.40	89.5
Castor	229	165.72	86.9
Redcliffe	299	235.46	88.2
Beverley	242	195.96	89.1
Edson	404	314.64	88.6
Coronation	221	165.23	89.8
Drumfeller	1,272	979.49	90.7
Big Valley	327	255.56	88.5
Peace River	170	124.90	89.4
Hanna	497	363.87	87.6
Grouard	157	116.05	90.2
Calgary R.C.S.	1,473	1,198.86	90.8
Edmonton R.C.S.	2,401	1,903.10	94.8
Holy Cross R.C.S.	43	37.76	94.7
Lethbridge R.C.S.	601	515.60	93.9
Sacred Heart R.C.S.	66	54.81	90.5
St. Martin's R.C.S.	143	100.44	92.8
North Red Deer R.C.S.	145	118.85	95.8
St. Michael's R.C.S.	162	126.94	96.0
St. Louis R.C.S.	180	142.33	92.8
Theresetta R.C.S.	88	54.08	82.9

Average of monthly percentages of Town Schools during the year for the months
actually operated 90.6
This shows a slight increase over the previous year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS ACTUALLY OPERATED DURING THE YEAR.

	City and Town	Village	Rural	Total
Over 210 days .....	....	1	147	148
201 to 210 days incl.	14	37	574	625
181 to 200 days incl.	54	136	1,609	1,799
161 to 180 days incl. ....	....	1	240	241
141 to 160 days incl. ....	....	1	136	137
121 to 140 days incl. ....	....	....	77	77
101 to 121 days incl. ....	....	....	34	34
81 to 100 days incl. ....	....	....	25	25
61 to 80 days incl. ....	....	....	14	14
41 to 60 days incl. ....	....	....	16	16
21 to 40 days incl. ....	....	....	6	6
20 days and less .....	..	....	2	2
	68	176	2,880	3,124

During the year 90 per cent. of the schools operated over 160 days as against 75 per cent. in the previous year. This is in a large measure due to the assistance given to schools with small assessments.

TABLE 18.

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1926, AND JUNE 30, 1927, AND NUMBER OF DEPARTMENTS IN EACH.

School Districts Having	Total Schools		Total Departments	
	June 1926	June 1927	June 1926	June 1927
1 Department	2,718	2,782	2,718	2,782
2 Departments	154	168	308	336
3 "	58	55	174	165
4 "	37	38	148	152
5 "	22	25	110	125
6 "	8	10	48	60
7 "	8	7	56	49
8 "	4	7	32	56
9 "	7	4	63	36
10 "	4	3	40	30
11 "	2	5	22	55
12 "	2	4	24	48
13 "	4	1	52	13
14 "	1	1	14	14
15 "	2	2	30	30
16 "	2	2	32	32
17 "	1	3	17	51
27 "	1	1	27	27
36 "	1	....	36	....
39 " .....	....	1	....	39
59 "	1	....	59	....
61 " .....	....	1	....	61
62 " .....	....	1	....	62
66 "	1	1	66	66
67 "	1	....	67	....
319 "	1	....	319	....
338 " .....	....	1	....	338
341 "	1	....	341	....
350 " .....	....	1	....	350
Totals ..	3,041	3,124	4,803	4,977

TABLE 19.
GRAPH III.

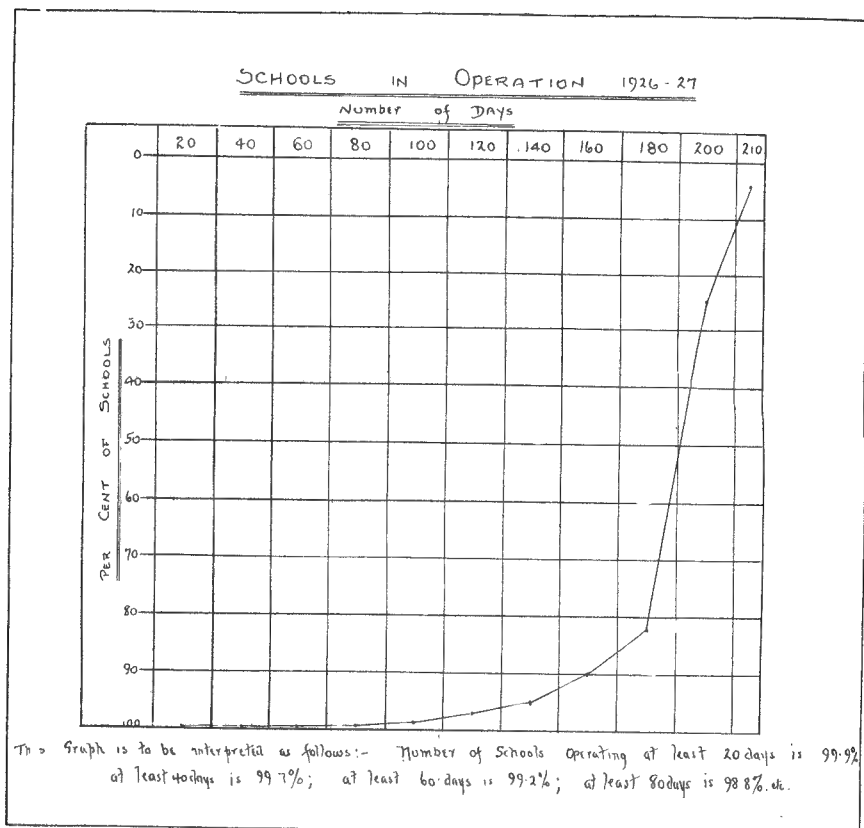


TABLE 20.
GRAPH IV.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE IN ALBERTA SCHOOLS
FROM 1905 - 1927 INCL.

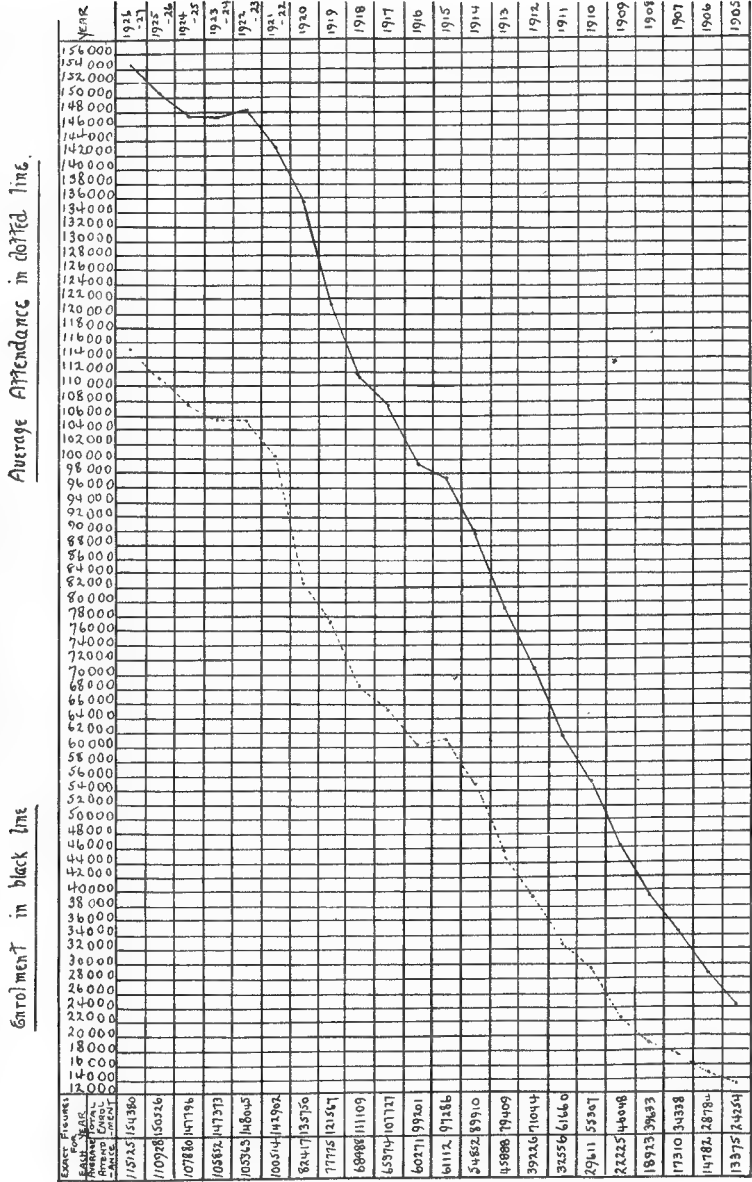


TABLE 21.
GRAPH V.

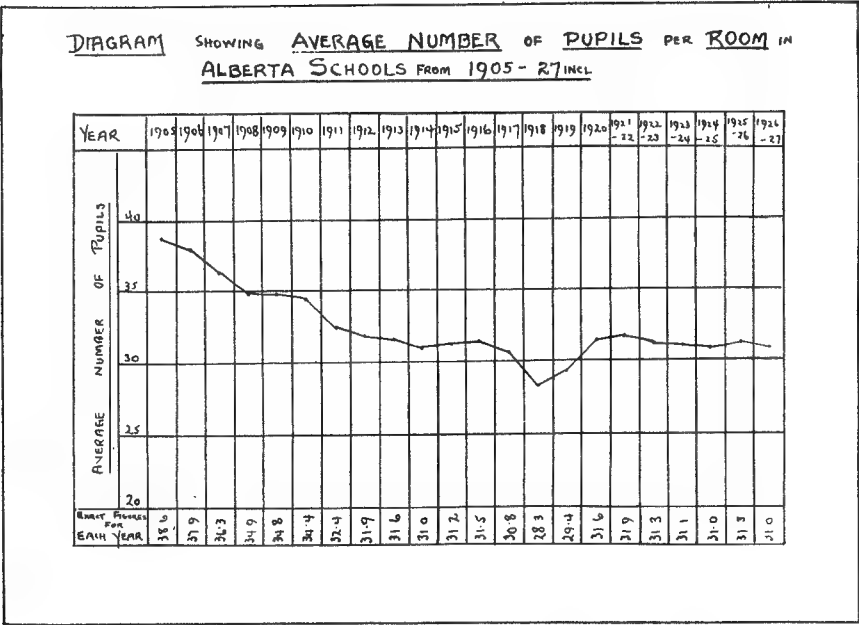


TABLE 22.

	1925-26	1926-27
1. Aggregate No. of days attended during the year	21,120,151	21,873,351.5
2. Average number attending each day.....	110,927.82	115,124.78
3. Average monthly percentage of attendance	86.56	86.56
4. Average number of days school was open during the year	187.65	188.40
5. Average number of days pupils attended during the year	140.31	141.66
6. Average number of days lost by pupils during the year	69.69	68.34
7. Percentage proportionate of total attendance to average attendance	73.69	75.22
8. Percentage proportionate of Secondary to Elementary Grades	10.59	11.95

The length of the school year shows an increase over the previous year. The number of days attended by pupils also shows an increase. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 24.5 per cent. of the time schools were in operation. Schools of cities and towns operated less than 200 days for the most part. Grades I to VIII are elementary and Grades IX to XII are secondary.

The percentage proportionate of total attendance to average attendance shows an increase of 1.53 per cent. and the percentage proportionate of secondary to elementary grade shows an increase of 1.36 per cent. The average monthly percentage of attendance remains the same as in the previous year.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1927 (INCLUSIVE).

Year	No. of School Districts in existence	No. of School Districts in operation	No. of rooms in operation	Percentage of S. D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.11	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.90	157.	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.53	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,876	4,289	87.90	183.	82.76
1921-22	3,367	2,861	4,185	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.10	184.6	86.42
1923-24	3,409	3,034	4,742	89.	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.14
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56

This comparative table demonstrates how rapid has been Alberta's growth.

It shows that in 1927 there were nearly seven times as many schools in operation as in 1905 and the number of rooms in operation has increased nearly eight times the number in 1905.

The regularity of attendance remains the same as in the previous year, 86.56%. The data in this regard are not available prior to 1918.

TABLE 24.

GRAPH VI.

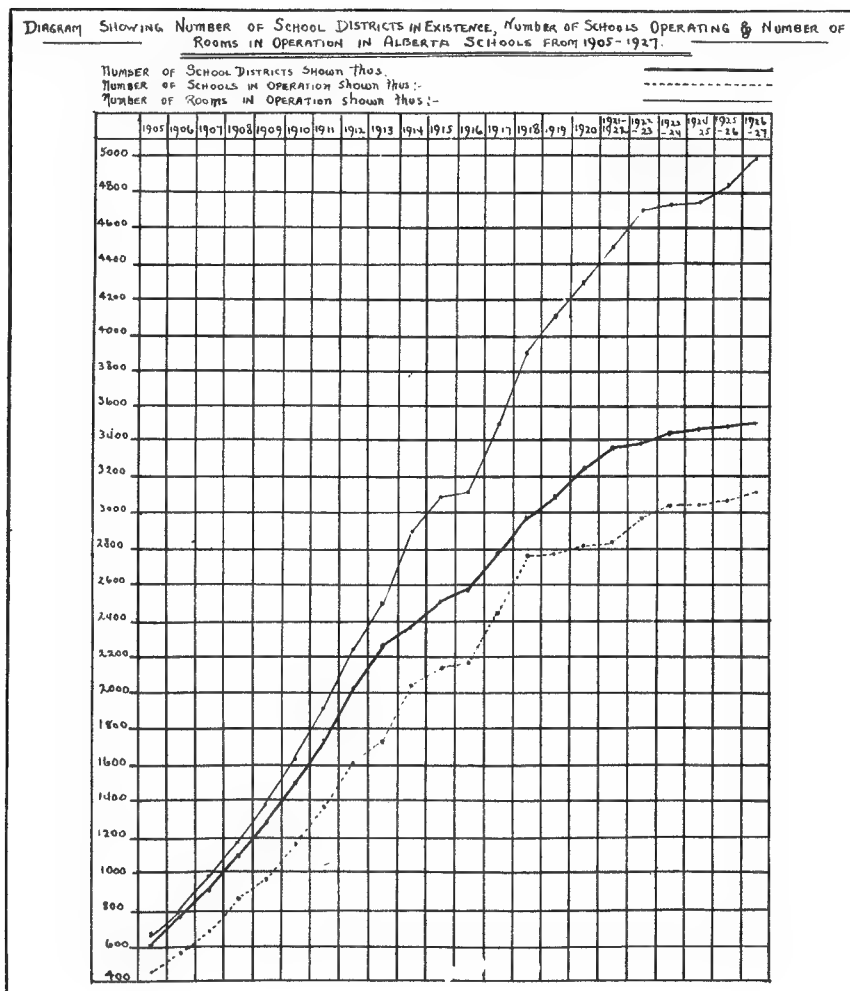


TABLE 25.

RECEIPTS AND DISBURSEMENTS.

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS FOR THE YEAR 1926.

RECEIPTS	
Cash on hand January 1, 1926	\$ 1,584,181.80
Proceeds from Debentures	573,401.40
Taxes collected	8,241,714.57
Government Grants	1,137,637.58
Pupils' Fees	111,777.13
Borrowed by note	1,058,120.92
Amount advanced by Treasurers	6,432.00
Received from other sources	202,154.03
	<u>\$12,915,419.43</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 5,640,218.58
Official Salaries	332,467.13
Paid on Debentures	1,226,350.11
Paid on notes (Renewals and Interest)	1,173,581.51
School Buildings and Repairs	839,840.62
School Grounds	211,786.14
School Furniture	171,057.42
Library and Reference Books	19,013.81
Apparatus and Equipment	36,535.84
Supplies and Stationery	230,986.89
Caretaking and Fuel	738,025.46
Insurance	63,671.74
Other Disbursements	596,577.19
Balance on hand December 31, 1926	1,635,306.99
	<u>\$12,915,419.43</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1926.

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1926	\$ 746,529.58	\$ 837,652.22
Proceeds from Debentures	470,658.20	102,743.20
Taxes collected	5,204,758.55	3,036,956.02
Government Grants	614,725.50	522,912.08
Pupils' Fees	78,282.23	33,494.90
Borrowed by note	652,897.52	405,223.40
Amount advanced by Treasurers	2,029.51	4,402.49
Received from other sources	137,613.33	64,540.70
	<u>\$7,907,494.42</u>	<u>\$5,007,925.01</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,342,738.26	\$2,297,480.32
Officials' Salaries	197,077.08	135,390.05
Paid on Debentures	1,030,238.34	196,111.77
Paid on Notes (Renewals and Interest)	712,524.65	461,056.86
School Buildings and Repairs	570,482.55	269,358.07
School Grounds	155,694.93	56,091.21
School Furniture	94,982.53	76,074.89
Library and Reference Books	7,497.33	11,516.48
Apparatus and Equipment	16,616.69	19,919.15
Supplies and Stationery	155,756.46	75,230.43
Caretaking and Fuel	500,165.49	237,859.97
Insurance	41,899.64	21,772.10
Other Disbursements	360,882.11	235,695.08
Balance on hand December 31, 1926	720,938.36	914,368.63
	<u>\$7,907,494.42</u>	<u>\$5,007,925.01</u>

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES
OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS
FOR THE YEAR 1926.

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 720,938.36	\$ 914,368.63
Arrears of taxes due	2,687,387.80	2,614,439.53
Estimated value of Land and Buildings . .	14,573,845.11	1,154,802.55
Estimated value of Furniture and Apparatus	1,568,216.35	1,098,545.38
Estimated value of School Libraries.....	120,352.51	243,629.52
Other Assets	373,917.23	165,575.35
	<u>\$20,011,657.36</u>	<u>\$9,491,360.96</u>
LIABILITIES		
Teachers' Salaries	\$ 28,706.33	\$ 60,110.23
Debenture Indebtedness	9,793,588.01	911,046.38
Outstanding Accounts	794,192.37	806,365.42
Amount due Treasurers	1,724.20	5,101.38
Excess of Assets over Liabilities.	9,426,446.45	7,708,737.55
Total.	<u>\$20,044,657.36</u>	<u>\$9,491,360.96</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL
DISTRICTS FOR THE YEAR 1926.

ASSETS	
Cash on hand	\$ 1,635,306.99
Arrears of taxes due	5,301,827.33
Estimated value of Land and Buildings.....	19,028,647.66
Estimated value of Furniture and Apparatus	2,666,761.73
Estimated value of School Libraries.....	363,982.03
Other Assets	539,492.58
Total	<u>\$29,536,018.32</u>
LIABILITIES	
Teachers' Salaries	\$ 88,816.56
Debenture Indebtedness	10,704,634.39
Outstanding Accounts	1,600,557.79
Amounts due Treasurers	6,825.58
Excess of Assets over Liabilities	17,135,184.00
Total.	<u>\$29,536,018.32</u>
Total Insurance of Property.	<u>\$14,900,527.08</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION.

	1925-26	1926-27
IN ALL SCHOOLS:		
Cost per Pupil per year according to enrolment.....	\$ 59.12	\$ 59.18
Cost per Pupil per year according to average attendance	80.49	79.37
Average cost per Pupil for each day in attendance..	.421	.421
IN UNGRADED SCHOOLS:		
Cost per Pupil per year according to enrolment.....	53.06	55.40
Cost per Pupil per year according to average attendance	79.32	82.50
Average cost per Pupil for each day in attendance..	.429	.448
IN GRADED SCHOOLS:		
Cost per Pupil per year according to enrolment.....	64.52	61.83
Cost per Pupil per year according to average attendance	81.35	77.66
Average cost per Pupil for each day in attendance..	.419	.394
IN TOWN AND VILLAGE SCHOOLS:		
Cost per Pupil per year according to enrolment.....	51.59	51.91
Cost per Pupil per year according to average attendance	68.33	66.97
Average cost per Pupil for each day in attendance..	.353	.338
IN CITY SCHOOLS:		
Cost per Pupil per year according to enrolment.....	73.66	77.14
Cost per Pupil per year according to average attendance	88.19	90.70
Average cost per Pupil for each day in attendance..	.455	.456
IN CONSOLIDATED SCHOOLS:		
Cost per Pupil per year according to enrolment.....	85.66	88.05
Cost per Pupil per year according to average attendance	116.44	117.08
Average cost per Pupil for each day in attendance..	.593	.591

This table shows a slight increase in the cost of operation in all schools for the year 1926-27.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENT, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLLMENT AND AVERAGE ATTENDANCE.

Year	Total Disbursement	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.76	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37

N.B.—Prior to 1913 information re cost of operation, etc., not available.

The cost of operation includes all salary payment, debenture coupons falling due during the year and paid, general maintenance, interest, etc., but does not include the amounts borrowed by note or renewals, nor cost of buildings, grounds, etc., covered by debenture issues.

The average cost per pupil has increased slightly this year.

TABLE 31.

TEACHERS' SALARIES, 1926-1927, IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	640	\$3,600.00	\$ 800.00	\$1,589.24
First Female	1,079	3,000.00	750.00	1,194.29
Second Male	764	3,000.00	840.00	1,147.15
Second Female	2,630	3,000.00	600.00	1,216.30
Third Male	76	2,250.00	840.00	1,044.93
Third Female	129	1,850.00	800.00	937.09
Permit Male	3	1,000.00	840.00	946.66
Permit Female	13	1,280.00	600.00	960.76
*Pending Male .....	.....	.....	.....	.....
*Pending Female	11	1,750.00	800.00	1,031.81
Special Male	26	3,050.00	712.00	2,519.69
Special Female	9	2,900.00	1,200.00	2,137.77

*Teachers whose standing has not been determined for Alberta.

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1926-27.

Average salary per year paid in Rural Schools.....	\$1,033.57
Average salary per year paid in Town Schools.....	1,771.79
Average salary per year paid in Village Schools.....	1,271.80
Average salary per year paid in Separate Schools.....	1,048.65
Average salary per year paid in Consolidated Schools.....	1,250.26
Average salary per year paid in All Schools.....	1,244.01
Average salary per year paid in Urban Schools.....	1,584.31

TABLE 33.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906 TO 1927 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,373.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	156	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	768,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,038	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,899	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,891.25
1913	39,237	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,458.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,432,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,886,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.35	134,387.70	8,452,440.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,856,014.29	150,680.62	9,069,882.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,317.58	5,652	2,984	191	14,832,976.33	151,887.86	8,827,883.37
1919	53,238	68,329	31,384.04	43,441.56	3,560,317.58	4,902	3,196	142	13,832,920.95	224,971.07	9,990,849.44
1920	59,886	75,864	34,985.05	47,481.63	4,371,503.02	5,014	3,205	109	16,824,719.33	252,691.13	11,573,173.18
1921	56,361	67,967	39,232.17	50,179.18	5,213,011.25	5,320	3,301	86	18,065,485.21	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,631.94	5,438,924.20	5,787	3,367	73	18,442,012.58	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,233.16	5,413,884.95	5,669	3,388	72	18,068,293.17	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,138.96	61,713.88	5,433,224.53	5,527	3,409	74	18,379,211.59	364,403.00	15,415,837.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,864	3,431	122	18,651,314.66	366,113.20	17,270,654.21
1925-26	68,971	81,555	46,003.79	64,918.03	5,640,215.58	5,135	3,483	740	19,028,647.66	363,982.03	17,135,184.00
1926-27	73,942	80,438	49,826.69	55,298.09	.....	5,380	3,515	750	.....	.....	.....

*For the June term only.

†For the calendar year.

The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows a slight decrease.

TABLE 34.
SCHOOL DISTRICTS ERECTED IN 1927.

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Rose Valley	4276	Jan. 7	51-52	3-4	5	J. H. Coates
Breton	4277	Jan. 7	47-48	3-4	5	L. D. Breton
Green Court	4278	Jan. 21	58	8-9	5	D. S. Rutherford
Hythe	4279	Jan. 24	72-73	11	6	E. J. Peever
Richmond Park	4280	Jan. 31	68	21-22	4	A. Tann
Prairie Echo	4281	Feb. 4	76	15-16	5	R. T. Hendry
Rossland	4282	Feb. 7	13-14	15	4	W. C. Andrews
Round-up	4283	Feb. 7	61-62	27	4	W. N. Budgen
Poplar Row	4281	Feb. 22	25-26	21	4	W. W. Bolick
New Sarepta Village....	4285	Mar. 14	19-50	22	4	J. Williams
Spurfield	4286	Mar. 21	72	2	5	R. H. Patterson
Stoney Point	4287	Mar. 22	108	13-11	5	B. McAteer
Woodvale	4288	April 4	18-19	5	4	A. Turner
Crammond	4289	April 4	35-36	5-6	5	A. L. Lamb
Rochester East	4290	April 20	62	22-23	4	G. Masson
Busby	4291	April 21	57-58	27	4	A. Gray
Trail's End	4292	April 21	57-58	27	4	Karl B. Hanson
McKay Creek	4293	April 27	10-11	1	4	F. S. Carr (Official Trustee)
Kingsdale	4294	May 19	28-29	11-12	4	E. Burdge
McMahon	4295	May 20	7	19-20	4	C. C. Patching
West Lynne	4296	May 31	35-36	26	4	A. Baker
East View	4297	May 31	29	21	4	G. Tulin
New Valley	4298	June 1	20-21	2-3	5	F. Mortimer
Gibbons	4299	June 13	56	23	4	R. Goddard
Carn Mor	4300	June 15	24-25	22-23	4	Karl Milbak
Granite Falls	4301	June 27	11	21	4	H. W. Oliver
La Jara	4302	July 12	19-20	3-4	5	John Scott
Deer Park	4303	July 15	8-9	13	4	Stephen Volk
Winfield	4304	July 15	46	3-4	5	Mrs. C. Stady
Blackfoot Trail	4305	July 20	23-24	26-27	4	Bert Huffman
Springland	4306	July 22	22	28-29	4	J. Ness
Dalhousie	4307	July 23	21-25	20-21	4	John E. Brinton
Chancellor	4308	July 23	24-25	20-21	4	H. W. Atkins
Green Island	4309	Aug. 1	80-81	3-4	6	
Rarrhead	4310	Sept. 19	59	3-4	5	Jas. K. Birnie
Porter Lake	4311	Sept. 22	41	2-3	4	Edward Spencer
Two Bar	4312	Sept. 22	26	18-19	4	K. Neset
Cayno	4313	Oct. 6	34-35	3	4	Geo. J. Beck
Goodfare	4314	Oct. 21	72	12	6	F. Bedier
Pleasant Dale	4315	Oct. 31	57-58	7	4	Jas. Brennan
Pontiac	4316	Oct. 31	57	25	4	C. W. Kirby
Parkway	4317	Oct. 31	25-26	28	4	Gordon Huggard
Odin	4318	Nov. 15	74	9	6	Roy Knight
Wanda	4319	Dec. 1	41-42	16-17	4	Robert Alcorn
Spedden	4320	Dec. 6	59-60	12	4	A. Pawlowski
Looma	4321	Dec. 6	50-51	22-23	4	M. Forester
Cedar Creek	4322	Dec. 6	62-63	1	5	B. H. Sherk
Edna	4323	Dec. 14	62	11	4	J. A. Chorney
Scanlon	4324	Dec. 17	62-63	26-27	4	C. Thomas
				1	5	
Dirleton	4325	Dec. 23	61	4	4	C. Goodwin

RURAL HIGH SCHOOL DISTRICTS ERECTED IN 1927

Name	No.	Date of Erection	Twp.	Rge.	Meridian
Angle Lake	6	July 13	55	6-7	4
Kathryn	7	Aug. 22	25-26-27	27-28	4
Kingman	8	Oct. 15	48-49	19-20	4
Waterhole	9	Dec. 22	80-81-82	2-3-4	6

Number of units in Rural High School Districts Erected in 1927..... 17

SCHOOL DISTRICTS DISORGANIZED IN 1927

Name	No.	Date of Disorganization	Twp.	Rge.	Meridian
Advance	1067	April 21	57-58	27	4

CONSOLIDATED SCHOOL DISTRICTS DISORGANIZED IN 1927

Name	No.	Date of Disorganization	Twp.	Rge.	Meridian
Fosk Consolidated	25	May 4	17-18	1-2	5

TABLE 35.

REPORT OF PRIVATE SCHOOLS.

ELEMENTARY AND SECONDARY, FOR THE ACADEMIC YEAR
ENDING JUNE 30, 1927.

Number of Schools reporting.....28

	Male	Female	Total
Number of Teachers in residence	42	62	104
Number of Teachers not in residence.....	28	49	77
Number of Pupils in residence.....	735	828	1563
Number of Pupils not in residence.....	659	866	1525
Number of Pupils also enrolled in publicly controlled schools..	21	76	97
Number of Pupils doing work of Elementary Grades	597	881	1478
Number of Pupils doing work of Secondary Grades	749	753	1502
Number of Pupils doing special work only.	48	60	108

TOTAL ENROLMENT	3,088
Average Attendance	2,724.3
Average number of days school operated.....	188.4
Length of Course in years.....	4-12 years

SCHOOL UNDER CONTROL OF:

(a) Church	9
Corporation	5
Society	4
Private Individuals	10
(b) Religious Denominations	17
Non-Sectarian	11

TABLE 36.
PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
Academic School Year Ended June 30th, 1927

	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I	Boys	10	44	59	22	6	2	2	3	1	3	1	1	1					151
	Girls	11	59	75	36	12	5	3	4	2	3	3	2			1			220
Grade II	Boys		6	12	16	11	6	3	2	2	1								58
	Girls		9	21	34	16	2	4	2	3	2							1	92
Grade III	Boys			5	18	26	15	6	3	1	2	2		1					80
	Girls			6	29	37	24	11	9	5	3	1		1					128
Grade IV	Boys				4	14	21	18	7	1	4	3	1	2					70
	Girls				7	20	33	17	9	4	4	2		2					103
Grade V	Boys					3	10	14	12	4	1	2		3					48
	Girls					1	5	35	18	6	1	4		1					96
Grade VI	Boys						7	23	31	14	4	4		2					104
	Girls							3	9	17	12	1		3				1	77
Grade VII	Boys							5	11	21	15	2		1					50
	Girls								4	13	17	11		3					64
Grade VIII	Boys								2	16	20	12		5					63
	Girls								1	24	58	79		21					74
Grade IX	Boys										65	83		51					299
	Girls										65	83		51					299
Grade X	Boys										14	51		64					262
	Girls										17	66		79					262
Grade XI	Boys											21		49					205
	Girls											18		55					251
Grade XII	Boys											1		4					31
	Girls													10					222
														8					238
														3					71
														8					62
Totals by Sex	Boys	10	50	76	60	60	59	63	60	81	108	169	191	147	74	54	36	96	1394
	Girls	11	68	102	106	88	96	98	86	103	136	193	201	144	81	49	37	95	1694
Grand Totals		21	118	178	166	148	155	161	146	184	244	362	392	291	155	103	73	191	3088

TABLE 37.

REPORT OF BUSINESS COLLEGES (Private)

For the Academic Year Ending June 30, 1927.

Number of Business Colleges reporting..... 3

	Male	Female	Total
Number of Instructors	10	22	32
Number of Students enrolled	830	1420	2250
Number of Students in day courses.....	665	858	1523
Number of Students in night courses (not also in day courses)	165	562	727
AVERAGE NUMBER OF DAYS COLLEGES OPERATED:			
For day courses			235.5
For night courses			78.0
AVERAGE NUMBER OF HOURS OF SESSION:			
For day courses			5.35
For night courses			2.5
SYSTEMS OF SHORTHAND:			
Gregg			234
Pitman			445

TABLE 38.

COURSES OR COMBINATION OF COURSES

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School	138	129	25	23
High School	50	50	20	30
Correspondence	100	100	....	....
COMMERCIAL:				
Book-keeping	274	226	163	161
Shorthand	47	322	35	127
Penmanship	32	163	44	140
Office Routine	8	15	14	24
Rapid Calculation	14	18	12	32
MUSIC AND EXPRESSION	267	490	....	....
(Day and Night Courses)				
	930	1513	313	537
TUITION FEES:				
	By Month		For Course	
Day Courses	\$13.00-\$20.00		\$90.00-\$110.00	
	\$6.00-\$6.50		\$40.00	
NORMAL TIME FOR GRADUATION (Day and Night Courses)..... 6-10 months				

TABLE 39.
STUDENTS IN EACH OF THE FOLLOWING BRANCHES
OF SUBJECTS.

Subjects Offered	Students	
	Male	Female
Arithmetic	232	175
Bookkeeping	437	387
Business Practice	142	282
Civics	60	40
Commercial Law	346	362
Correspondence	288	329
English Literature	308	328
English Composition	271	302
French	71	86
Business Papers	54	35
Penmanship	76	303
Rapid Calculation	26	50
Spelling	528	705
Typewriting	484	622
Mechanical Bookkeeping	5	5
Adding Machine	25	55

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